



2025-2026

**Wayne-Finger Lakes
Board of Cooperative Educational Services
Districtwide School Safety Plan**

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PROJECT SAVE
(Safe Schools against Violence in Education)
WAYNE-FINGER LAKES BOCES WIDE SAFETY PLAN
Commissioner's Regulation 155.17

Introduction

The **District Wide School Safety Plan** is required by law to be posted on the District website.

Emergencies and violent incidents in school districts are critical issues that must be addressed quickly and effectively. Districts are 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 districtwide school safety 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. Districts stand at risk from a wide variety of acts of violence, natural, and human caused 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.

The Wayne-Finger Lakes BOCES supports the SAVE Legislation and intends to facilitate the planning process. The District Superintendent encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

- A. Purpose:** The Wayne-Finger Lakes District Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Wayne-Finger Lakes BOCES Board of Education, the District Superintendent appointed a BOCES - wide Safety Team and charged it with the development and maintenance of the District Wide School Safety Plan.
- B. Identification of School Team:** The Wayne-Finger Lakes BOCES has created a District Wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.
- Director of Transportation which may also include bus drivers and monitors as part of the districtwide team.
 - Board of Education members: Anne Morgan
 - Administrator(s): Lisa Meade, Michele Sullivan, and Kelly Eckdahl.
 - Safety Personnel: John Kelly and Kelly Wasson

- Insurance Company: Utica National
- The Wayne-Finger Lakes BOCES District Wide Command Center will be assigned depending upon incident location.

The District Superintendent of Wayne-Finger Lakes BOCES is the chief communicator with the Commissioner of Education. His or her designee will be responsible for the determination of response actions to cope with an emergency. The Wayne-Finger Lakes Emergency Management Team and will be as follows:

Lynne Rutnik	District Superintendent	Office: 315 332-7284
Michele Sullivan	Deputy District Superintendent	Office: 315 332-7247
Nichole Eschler	Executive Director of Innovation and Program Development	Office: 315-332-7405
Everton Sewell	School Business Official	Office: 315-332-7405
BOE Member	As assigned annually	
Lisa Meade	Assistant Superintendent	Office: 315 332-7280
Shannon Marshall	Director of Communication	Office: 315 332 7292
Kelli Eckdahl	Director of Edutech	Office: 315 332-7321
Frank Buisch	Facilities Director	Office: 315 332-7250
Robert Anderson	Utica National	Office: 315-332-7405
Kelly Wasson	Health & Safety Specialist GV BOCES	Office: 585-346-4105
John Kelly	Coordinator of Safety and Security	Office: 315-332-7534
Robert Corey	Transportation Director	Office: 315-332-7311
SROs	All Sites	Contact John Kelly
Frank Buisch	Director of Facilities	Office: 315-332-7250
Gregory Lasher	Assistant Director of Facilities	Office: 315-332-7400

Early Detection of Potentially Violent Behaviors

The Wayne-Finger Lakes BOCES will commit to the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information. This will also be achieved through the following, but not limited to:

- Districtwide Behavioral Threat Assessment Management Team
- Workplace Violence Prevention Efforts

Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth- run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting

mechanisms for school violence:

School safety is a priority. Fortunately, the programs at Wayne Finger Lakes BOCES are very safe. However, no community is immune from the threats that endanger public schools nationwide.

We use the Safe School Helpline® to help prevent such actions. It is designed to help you report any wrongdoing that impacts our schools, students, or staff – anonymously, to protect your privacy. For example, you may wish to report acts of violence, theft, drug or alcohol use, weapons, or sexual harassment.

Anyone can call from a touch-tone phone to **1-800-4-1-VOICE, ext. 359 (418-6423)** to leave your information. Or **TEXT: 614-426-0240 Then type: TIPS**. The message will not be traced, and the caller will not be identified. The Safe School Helpline® team will transcribe and fax the message, so appropriate action can be taken.

Central Administration: Incident Command System

Activation of Building Level Emergency Response Plan (BLERP)

The principal or designee will activate the emergency alert notification system (Tap App) when an incident/emergency has occurred, even a drill, or an alert has been initiated by an outside agency which meets the reporting criteria of the Incident Response Plan. The District Superintendent's office is also immediately notified via the alert system and if possible, via phone.

Communications

TAP APP is an **Emergency Response Interface**. School personnel are given access to create individualized alert “buttons” which will be installed on all district owned devices. School staff and first responders will receive notifications that an event has been initiated. The event shows immediately on the TAP APP dashboard. Staff are trained and instructed to always dial 9-1-1 first for an immediate threat or medical emergency. This interface is used by staff and responder organizations during an event to quickly find information about a site location. The interface provides access to hundreds of data elements including tactical pre-plans, satellite and geospatial imagery, interior and exterior photos, floor plans, staging areas, hazardous materials, utility shut offs, and evacuation routes. The public address system will serve as a secondary communication method in an emergency with guidance from the Regional Support Center. If outgoing communication is essential, in terms of guidance or as soon as the BLERP is activated and incident management has moved into an operational phase, then communications support moves from phone coordination to textual communication which is interactive and can immediately serve as written documentation. At this point, a determination is made as to what broader audience shall receive written communication. An online chat room may be established or “reactivated” specifically to support incident information exchange and management.

The school has a system to communicate drills, potentially violent incidents, and emergency information with families, called Parent Square. The system provides a call, text and email to families about ongoing situations, drills, and emergencies. Account holders can send messages from their phone to this system, and it also has pre-populated messages that can be quickly shared with families.

Local, State and Federal Alerts

The District Superintendent will maintain a process for communicating with component districts through their superintendents when alerted by local, state, or federal authorities using the SED/State Police guidelines embodied in the Homeland Security System for Schools as applied by the Wayne-Finger Lakes BOCES Region Chief School Officers.

The most senior administrator on site or designee will notify supervisors of affected BOCES site.

Concept of Operations

- The BOCES districtwide Safety Plan shall be directly linked to the individual Building-Level Emergency Response Plans (BLERP) for each school building. Protocols reflected in the district wide school safety plan will guide the development and implementation of individual Building-level Emergency Response Plans (BLERP).
- In an emergency or violent incident, the initial response to emergencies at an individual school will be by the Building Level Emergency Response Plan (BLERP).
- Upon the activation of the BLERP, the District Superintendent or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by County, State, and Federal resources through existing protocols.
- Multi-hazard school safety training for all staff and students will be provided annually or upon hire (if hired after September 15th of each year).

Plan review and public comment

- The District Wide School Safety Plan must be reviewed by the BOCES district wide school safety team at least annually and updated as necessary,
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The plan must be adopted by the school board by September 1 each year. Within 30 days from adoption, and no later than October 1, each district must post their District - Wide Safety Plan on their district website. The URL must be submitted to the Education Department to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption.
- While linked to the BOCES Districtwide School Safety Plan, Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education

Law Section 2801-a.

- A copy of the plan must be filed with the State Police and local law enforcement within 30 days of adoption, but no later than October 15 each year. Plans must be entered in the Safe Schools application on the State Education Department Business Portal.

Section II: General Emergency Response Planning

A. Identification of sites of potential emergency, including:

- the process for identifying the sites,
- the location of potential sites, and
- the potential internal or external hazards or emergency situations identified.

The sites listed below were identified by the planning team in consultation with participating school personnel and outside agency representatives:

Δ FINGER LAKES TECHNICAL & CAREER CENTER (FLTCC) 3501 COUNTY ROAD 20, STANLEY, NY, 14561 ONTARIO COUNTY

The campus in Stanley consists of a total of seven (7) structures of varying design. Two structures are steel-framed masonry, steel-framed metal-sided structures, wood-framed metal-sided pole barns, and the East Campus Building is a multi-unit modular installed on permanent piers.

The campus is 1/4 mile north of a major highway and a moderately busy intersection. Also, approximately 1.5 miles southeast of the campus is the county landfill. The area is surrounded by agricultural operations, dependent on volunteer fire service, and remote from ambulance and law enforcement services.

The campus is on high ground open to high winds and drifting snow. Flooding is not a direct threat but could affect the arrival or departure of students in general. Technological hazards, loss of services or utilities, and injuries are topics that need to be evaluated.

Δ CAREER CREATIONS and Δ PATHWAYS TECHNOLOGY EARLY COLLEGE HIGH SCHOOL (PTECH) 1000 TECHNOLOGY PARKWAY, NEWARK, NY, 14513 WAYNE COUNTY

These programs are on The Finger Lakes Community College Campus in Newark, NY. The campus consists of one building, which is steel framed with a concrete foundation.

The campus is on low ground with woods, streams, and higher ground surrounding the structure. Flooding is not a direct threat but could affect the arrival or departure of students in general. Technological hazards, loss of services or utilities, and injuries are topics that need to be evaluated.

Δ REGIONAL SUPPORT CENTER (RSC)
131 DRUMLIN COURT, NEWARK, NY, 14513-1863 WAYNE COUNTY

The Regional Support Center in Newark consists of five (5) buildings on the campus. The buildings are steel and masonry, with village utilities. To the west and close to the buildings we occupy, are two neighboring businesses, Honest Pharm with numerous greenhouses and Halligan Manufacturing, furniture manufacturers. Also, to the north is NYS route 31 a moderately busy highway and IEC, an electrical component manufacturer. To the southwest is Ultra Life Batteries.

Δ WAYNE TECHNICAL AND CAREER CENTER (WTCC) and
Δ WAYNE EDUCATION CENTER (WEC)
4440 EAST RIDGE ROAD, E. WILLIAMSON, NY 14589, WAYNE COUNTY

The Wayne Technical and Career Center and Wayne Education Center are located approximately 1/4 mile off NYS route 104, the northern corridor with relatively heavy vehicle traffic. The campus consists of seven buildings, four are student occupied. Of these four, one is concrete plank and steel construction; one is a combination of steel-framed masonry and wood framed. The third building is a steel building, and the fourth is wood framed.

Located within four miles is a private airport with moderate usage. Also, the center is within an agricultural area consisting mainly of fruit orchards. The area falls within the planning boundaries of the GINNA Nuclear Power Station. Planning for any mishaps has been established and reinforced by the Wayne County Emergency Management Office, drills are held on a regular basis and participation is required

Internal List: Reference building plans for internal locations (see Appendix D)

B. Plans for taking the following actions in response to an emergency where appropriate, including but not limited to:

- School cancellation,
- Early dismissal,
- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes), and
- Sheltering sites (internal and external)

**** BOCES Special Education facilities located on other school-district sites will follow the procedures used in the hosting district.**

- School Cancellation Procedures:
- See BOCES BOE Policy P7111 and P7112 (see Appendix A)
- Early Dismissal Procedures:
- See BOCES BOE Policy P7111 and P7112 (Appendix A)

- Evacuation Procedures:
- See BOCES BOE Policy P7111 and 7112 (see Appendix A)

EVACUATION SITES

Wayne-Finger Lakes BOCES has designated evacuation sites identified in each school Building Level Emergency Response Plan and Reunification Plans communicated to families.

REUNIFICATION PLAN

Families will be made aware each school year that in the event of a crisis each school has a specific location for students and staff to go. The locations at each of the schools are within walking distance of the school. Buses and vans can be used for students that are unable to walk. The principal and nurse of each school has a to-go bag with vital information including but not limited to, student contact information, emergency pick up forms with authorized family members who are able to pick up students, and an extra set of keys for each van/bus. Within each classroom is a to-go bag with a first aid kit, snacks and bottled water for students and attendance for homeroom. Students would travel to a safe location and reconnect with their classroom/homeroom teacher. Each site will implement a standard reunification method (SRM) and standard response protocol (SRP).

RESOURCES TO BE USED IN THE EVENT OF EMERGENCY RESPONSES (including but not limited to)

Districtwide School Safety Plan	Telephone	Phone Lists	Student Rosters	Vector
Building Level Emergency Response Plans	Radios to include AM/FM and NOAA	Emergency Shut Down Information	TAP APP School Tool	Annual Safety Trainings to include NYS emergency response terms

EMERGENCY RESPONSES

The diagram below is provided as a handout to all faculty and staff for their use and reference. These responses are to be implemented and followed at all sites.

NY STATE EMERGENCY RESPONSE TERMS

Effective 7/1/25, schools must use the emergency terms on this card. (8 NYCRR §155.17)

SCHOOL NAME: _____
911 ADDRESS: _____



SHELTER-IN-PLACE/SHELTER

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Move away from windows if situation warrants.
- If instructed, move out of classroom to designated safe area; take attendance upon arrival at the new location.
- Stay together at all times.
- Listen for updates.



HOLD-IN-PLACE/HOLD

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT-TERM EMERGENCIES.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Listen for updates.



EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lead students to designated assembly area. Use secondary route, if necessary.
- Students in hallways should evacuate through the nearest exit.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off-site location.
- Listen for updates.



SECURE LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED SCHOOL BUILDINGS DURING INCIDENTS THAT POSE AN IMMINENT CONCERN OUTSIDE OF THE SCHOOL.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lock all exterior doors and windows.
- Follow school procedure for blinds/lights.
- Take attendance.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.



LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED CLASSROOMS DURING INCIDENTS THAT POSE AN IMMEDIATE THREAT OF VIOLENCE IN OR AROUND THE SCHOOL.

RECOMMENDED ACTIONS:

- LOCKDOWN announced - move quickly.
- If safe, gather students from hallways and common areas near your classroom.
- Lock the door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Follow school procedure for windows/blinds/lights.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Only respond to P.A. or alarms when there is an immediate life safety hazard based on observed conditions (smoke, fire, heat).
- Stay hidden until physically released by law enforcement personnel.

THREAT and HAZARD RISK

Threat and Hazard Risk Index Matrix

Threat and Hazard Type	Examples
Natural Hazards	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Tsunamis • Volcanic eruptions • Winter precipitation
Technological Hazards	• Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials released from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards	• Infectious diseases (pandemic influenza, tuberculosis, Staphylococcus aureus, meningitis, etc.) • Contaminated food outbreaks (Salmonella, botulism, and E. coli, etc.) • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats	• Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Dangerous animals • Suicide • Kidnapping, missing student • Bus accident • Riot/Student demonstration

RESPONSES FOR SPECIFIC EMERGENCIES OR THREATS OF VIOLENCE:

CRIMINAL OFFENSES

I. PRE-EMERGENCY PLANNING - Planning for any type of Criminal Offense will

require swift identification of the problem as well as proper reactions by all based on the specific incident. Contact and coordination with local or responding law enforcement agencies will be a necessary step in the pre-training of staff. The possible problems to arise in this area and the recommended initial responses are:

- **ANTHRAX THREAT** - Isolation of area and persons affected.
- **ASSAULT** - Isolate incident and persons involved, ensure safety of students.
- **BOMB THREAT** - Scan exits and evacuate to safe area when directed.
- **CIVIL DISTURBANCE** - Identify type, cause, location, ensure safety of students, verify.
- **HOSTAGE INCIDENT** - Secure students in classrooms, await further instructions.
- **INTRUSION** - Secure students in classrooms, await further instructions.
- **KIDNAPPING** - Verify student rosters, limit activity until directed.

II. **IMMEDIATE RESPONSE** - should be taken by person/persons recognizing the threat. These actions may be to notify the building administrator and other members of the building emergency response team of the threat, the location, and number of people involved. All staff should also be notified through our emergency communication options. (These may include Tap App, Parent Square, Walkie-Talkies, Cell, PA, etc.)

III. **NOTIFY** –

- Law Enforcement agencies via 911
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communication
- Coordinator of Safety and Security

IV. **VERIFY SEQUENTIAL RESPONSES** -

1. Identify disturbance,
2. Notify staff,
3. Notify law enforcement and emergency agencies,
4. Notify district administrators.

ASSAULT

I. **PRE-EMERGENCY PLANNING** - Planning for an assault situation will be the responsibility of the building administrator and may consist of training in de-escalation, conflict resolution, or simply the art of talking to a student or other individual to avert a possible threatening situation.

II. **IMMEDIATE RESPONSE** - Using acquired skills, the individual involved or

discovering the commission of an assault will immediately notify other building staff of the potential problem. Do whatever you deem necessary to ensure the safety of the majority of students and respond to the situation as soon as possible.

III. NOTIFY -

- Building Administrator
- Assistant Superintendent for Teaching and Learning

IV. VERIFY SEQUENTIAL RESPONSE -

1. Training of staff to handle this type of situation,
2. Notify building administrator,
3. Notify building staff to the degree necessary for protection of students and assistance needed,
4. Based on the severity of the situation, decide on the need for law enforcement assistance and notify agencies,
5. Notify District Superintendent's office.

BOMB THREAT

I. PRE-EMERGENCY PLANNING - Bomb threats to schools are criminal acts, which require reporting to law enforcement agencies. All threats are to be treated as the real thing, and the following procedures are a composite of New York State guidelines and BOCES policies (see appendix A). Staff training and awareness will be imperative to ensure the safety of all.

II. IMMEDIATE RESPONSE - During receipt of threat the person taking call or other communication should be making notations on the approved phone Bomb Threat Instruction Card and attempting to get others involved in listening to the call. The building administrator or designee must be notified immediately, and the threat must be handled as directed through these plans. Proposed exits should be swept for unusual objects or hazards. Quickly and safely evacuate the building. Do not allow students to go to their lockers. Survey your area of responsibility. Have all occupants take personal items with them. Have staff survey the assembly area and move the students the recommended distance from the building. **Do not use cellular phones or two-way radios.**

III. NOTIFY-

- Law Enforcement agencies via 911
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communications
- Coordinator of Safety and Security
- Head Custodian and /or Facilities Director

IV. VERIFY SEQUENTIAL RESPONSES -

1. Notify building Administrator,
2. Call 911 to notify Law Enforcement Officials,
3. Notify Building Crisis Response Team,
4. Prior to evacuation, sweep exiting routes for unusual objects,
5. Initiate controlled evacuation,
6. Ensure complete removal of students to safe areas,
7. Wait for arrival of Law Enforcement Officials,
8. Decide further action based on the situation and building response plan.

BIOLOGICAL HAZARD THREAT/INCIDENT

- I. PRE-EMERGENCY PLANNING- Responding to a chemical or biological threat or incident will be the same response as a bomb threat with the exception that if the attack actually happens, there will be a sheltering requirement for an extended period of time. The initial response will be to proceed to a pre-determined space within the building. This space would preferably be one with few or no outside windows, access to water (stored), and all sources of outside air entry disabled. The building air intake and exhaust systems will have been shut down as dictated by the following response list. The agents that we are planning for as listed by CDC include but are not limited to:
Smallpox – Cyanide – Ricin – Botulism – VX – Sarin – Radiological – Anthrax
- II. IMMEDIATE RESPONSE - Upon notification from reliable sources, County Emergency Management Office, State Education Office, News media, etc., activate Building Crisis Response Team, ensure that there are no classes outside the building, close and lock all doors and windows, ensure building envelope, and disable all air movement/circulation, ensure provisions that are available are in the designated area, and listen for additional information from informed sources.
- III. NOTIFY – After initiating the local response, the administrator in charge or his representative should confirm that the internal sheltering plan as prescribed has been initiated and that the site population is in their assigned safe area.
 - Law Enforcement agencies via 911
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Coordinator of Safety and Security

- Facilities Director
- Emergency Response Team

IV. VERIFY SEQUENTIAL RESPONSES -

1. Notify Building Administrator,
2. Call 911 to notify Law Enforcement Officials,
3. Notify Building Crisis Response Team,
4. Notify Staff and Students,
5. Ensure all staff and students are in designated area,
6. Determine source of the problem,
7. Ensure the integrity of the building envelope (doors and windows),
8. Notify proper officials.

CIVIL DISTURBANCE

- I. PRE-EMERGENCY PLANNING - Planning for Civil Disturbances should include dialog with the local, or responding law enforcement agencies, and could prove to be a challenge for all concerned individuals. The determining factors will be the reasons for the disturbance, whether the disturbance is on or off site, and the ramifications of attempting to send the student's home.
- II. IMMEDIATE RESPONSE - Notify building administrator. Identify type of disturbance and location. Accumulate as much information as possible about the cause, purpose, and intentions of the group and names of individuals involved. Involve staff to the extent possible and move students to a safe area as far from disturbance as possible.
- III. NOTIFY –
 - Law Enforcement agencies via 911 or designated methods
 - Emergency Response Team
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communications
 - Coordinator of Safety and Security
 - Facilities Director
- IV. VERIFY SEQUENTIAL RESPONSES –
 1. Verify and define problem,
 2. Notify building administration,
 3. Notify needed enforcement agencies,
 4. Notify staff and students and move them away from areas where there is or may be violent confrontations,
 5. Notify District Superintendent, Asst. Superintendent, Dir. of Facilities,
 6. Determine via policies and analyzing problem the next steps.

HOSTAGE INCIDENT

- I. PRE-EMERGENCY PLANNING - Pre-emergency planning for this type of incident, as well as most of the criminal offenses', will require training and coordination with the local or responding law enforcement agencies. Knowledge of the whereabouts of students(student rosters) and the planned building response.
- II. IMMEDIATE RESPONSE - Person or persons identifying the situation should immediately notify the building administrator, building crisis response team, and other building staff. Securing classroom doors (lockdown or secure lockout see definitions appendix A), taking attendance, keeping students calm and awaiting further instructions will be necessary.
- III. NOTIFY –
 - Building Administrator
 - Law Enforcement agencies via 911
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Coordinator of Safety and Security
 - Facilities Director
- IV. VERIFY SEQUENTIAL RESPONSES –
 1. Identify and assess situation
 2. Notify Building Administrator,
 3. Notify law enforcement agencies,
 4. Secure classrooms and take attendance,
 5. Await further instructions.

ADVERSARIAL INCIDENT

- I. PRE-EMERGENCY PLANNING – Planning will require both thoughts as to the actual threat as well as thorough knowledge of the facility that the threat occurs in. Staff training will be conducted for behavioral indicators assessing a potential violent incident.
- II. IMMEDIATE RESPONSE – Building administrator is immediately notified of the scope of the incident. Staff is alerted via communication options of the need for a lockdown or a secure lockout (as deemed appropriate).
- III. NOTIFY –
 - Law Enforcement agencies
 - School staff

- Law Enforcement agencies via 911
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communications
- Coordinator of Safety and Security
- Facilities Director

IV. VERIFY SEQUENTIAL RESPONSES –

1. Determine the scope of the incident.
2. Identify and assess the threat
3. Consider possible evacuation needs
4. Notify building administrator,
5. Notify building staff,
6. Notify law enforcement agencies,
7. Follow established procedures,
8. Notify District Superintendent.

INTRUSION

- I. PRE-EMERGENCY PLANNING - Develop system for limiting access to buildings and identifying unauthorized visitors (intruders), as opposed to authorized. All staff should be authorized to, and comfortable at, challenging any visitor.
- II. IMMEDIATE RESPONSE - Identify intruder. verify that there is indeed an intruder in the building or on the grounds, and that a real threat exists. Attempt to lead or direct individual to the main office, out of the building, or off the campus. Notify building administrator. If a threat to students exists, institute lockdown procedure as described in definitions, Appendix A.
- III. NOTIFY –
 - Law Enforcement agencies
 - School staff via established communication strategies
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communications
 - Coordinator of Safety and Security
 - Facilities Director
- IV. VERIFY SEQUENTIAL RESPONSES –
 1. Identify there is an intrusion/intruder,
 2. Attempt to direct individual to office, or off campus,

3. Notify building administrator,
4. Notify building staff,
5. Notify law enforcement agencies,
6. Follow established procedures,
7. Notify District Superintendent.

KIDNAPPING INCIDENT

- I. **PRE-EMERGENCY PLANNING** - Planning for a KIDNAPPING INCIDENT will require training of staff and input from the responding law enforcement agencies. The most important part of controlling a situation will be the ability of staff to account for the whereabouts of and identification of all students.
- II. **IMMEDIATE RESPONSE** - identify or confirm that there has been a situation, notify building administrator, notify building staff, take attendance, ensure safety of students, follow established procedures.
- III. **NOTIFY** –
 - Building Administrator
 - Building staff
 - Law Enforcement agencies via 911
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Coordinator of Safety and Security
 - Facilities Director
- IV. **VERIFY SEQUENTIAL RESPONSE** –
 1. Identify situation/threat,
 2. Notify building administrator,
 3. Notify Coordinator of Safety and Security,
 4. Notify law enforcement agencies,
 5. Follow established procedures,
 6. Follow direction of responding agencies,
 7. Notify District Superintendent,
 8. Identify and notify parent/spouse of victim.

NATURAL DISASTERS

DROUGHT

- I. **PRE-EMERGENCY PLANNING** - Comply with direction received from County Emergency Management Office or other authority, i.e., New York State

Education Department, Governor's office.

II. IMMEDIATE RESPONSE - Follow direction as given. District closure may be a directive.

III. NOTIFY –

- Law Enforcement agencies via 911
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communication
- Coordinator of Safety and Security
- Facilities Director

IV. VERIFY SEQUENTIAL RESPONSE - verify notification plan.

EARTHQUAKE

I. PRE-EMERGENCY PLANNING - Organizational and site training as to the proper response will be basic. During this type of problem, the response will need to be very fast, and the probable action will be your shelter in place drill as practiced at the beginning of the year. Further planning may include moving to the "Safest Area" as designated in your plans.

II. IMMEDIATE RESPONSE - As stated the response will need to be fast and the staff members will need to act without direction. When time permits check with individuals in the immediate area, notify immediate supervisor and check for injuries.

III. NOTIFY -

- Immediate supervisor
- Emergency Response Team
- Necessary Support and Emergency Agencies
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communication
- Coordinator of Safety and Security
- Facilities Director

IV. VERIFY SEQUENTIAL RESPONSE -

1. Follow directions of County,
2. Provide for the safety of staff and students,
3. Activate Sheltering Plan,
4. Prepare to activate Notification Plan.

FLOOD

- I. PRE-EMERGENCY PLANNING - Plan and discuss the possible low-lying areas in your district and the ramifications if you are unable to return the students to home districts. Should this occur the need to shelter those students would need to be addressed. Check with local American Red Cross office for assistance.
- II. IMMEDIATE RESPONSE - Monitor all weather sources including, weather channel, NOAA weather alert radio, decide on "Go Home" or "Shelter" for response. Check with local County Emergency Management Office for road closings and conditions.
- III. NOTIFY -
 - Immediate Supervisor
 - County Emergency Management Office
 - Law Enforcement agencies via 911
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Coordinator of Safety and Security
 - Facilities Director
- IV. VERIFY SEQUENTIAL RESPONSE -
 1. Monitor weather and road conditions,
 2. Contact Emergency Management Office
 3. Access Road conditions,
 4. Decide "Go Home" or "Shelter".
 5. Contact Home Schools

SEVERE STORM

- I. PRE-EMERGENCY PLANNING - Familiarity with the Emergency Management Plan, Building Level Emergency Response Plan and the recommendations dealing with portions thereof. Coordination with County Emergency Management Office. Chain of Command Roster.
- II. IMMEDIATE RESPONSE - Plan (based on response guide) the safest area for the students and staff, notify all using established communication strategies; communicate with immediate supervisor, monitor weather, proceed to recommended area and ensure the safety of all.
- III. NOTIFY -

- Immediate supervisor
- Students and staff
- Any classes in remote locations
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communication
- Coordinator of Safety and Security
- Facilities Director

IV. VERIFY SEQUENTIAL RESPONSE -

1. Notify Building Administrator,
2. Monitor AM/FM and NOAA radios,
3. Place Spotters,
4. Decide Safest Area for staff and students,
5. Communicate with County Emergency Management Office,
6. Assess road and surrounding conditions,
7. Decide "Go Home" or "Shelter",
8. Notify staff and students,
9. Notify home schools.

WINTER STORM

- I. PRE-EMERGENCY PLANNING - Response will be determined by the time of day or the storm's severity. You should make monitoring of the weather a continual practice by someone reliable. There should be a NOAA Weather Alert Radio on site, and it should be in an area that receives a strong signal and is always monitored. The radio should be set to sound an alarm continually until the warning has been listened to.
- II. IMMEDIATE RESPONSE - School not yet in session – District Superintendent or Deputy District Superintendent will determine to cancel school opening and notify necessary parties via Parent Square. School in operation - Building Administrator will monitor conditions and attempt to send students home before conditions become unsafe.
- III. NOTIFY -
 - District Superintendent or Deputy District Superintendent
 - Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Coordinator of Safety and Security
 - Facilities Director

IV. VERIFY SEQUENTIAL RESPONSES –

1. Monitor Weather Conditions,

2. Make decision to open/close,
3. Notify District and Home School Superintendents,
4. Notify Staff.
5. Notify Families.

TECHNOLOGICAL HAZARDS

AIR POLLUTION

- I. PRE-EMERGENCY PLANNING - Air pollution can come in the form of an irritating odor, or a severe life-threatening combination of gasses and fumes. You must be prepared to respond to complaints and identify the problem and then the response. You should have on hand a detailed list of electrical breakers and their locations if the need to shut down air intakes, exhausts and circulation fans is necessary.
- II. IMMEDIATE RESPONSE - Notify Building Administrator, identify the problem and associated hazard, notify building staff, notify County Emergency Management Office, and act on the best possible response to the situation. It will also be necessary to ensure the building's envelope by verifying that all windows and doors are closed. If there is a severe threat or danger, consider evacuation of buildings.
- III. NOTIFY-
 - Building Administrator
 - Building Staff and Students
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Coordinator of Safety and Security
 - Facilities Director
 - County Emergency Management Office
- IV. VERIFY SEQUENTIAL RESPONSE-
 1. Determine source of problem,
 2. Ensure the safety of Staff and Students,
 3. Curtail circulation of vapors or fumes – shut down all HVAC equipment,
 4. Ensure the integrity of the building envelope (doors and windows),
 5. Notify proper officials.

ENERGY SUPPLY LOSS

- I. PRE-EMERGENCY PLANNING- The loss or reduction of energy could be Governmentally imposed or short-term interruption from vendor. Familiarity

with County Emergency Management Office Plans will help to plan for this situation. Should this situation be government imposed there will be directives from the agencies involved or from the State Education Department.

II. IMMEDIATE RESPONSE- Notify Administrators

III. NOTIFY-

- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communication
- Coordinator of Safety and Security
- Facilities Director

IV. VERIFY SEQUENTIAL RESPONSE -

1. Determine problem and length of interruption,
2. Attempt to obtain supplemental fuel delivery,
3. Determine ability to operate on limited schedule,
4. Reduce the number of buildings operating,
5. Reduce number of hours of operation,
6. Verify length of interruption.

GAS LEAK

I. PRE-EMERGENCY PLANNING - Establish policy and procedures to shut off utilities in case of a need to prevent injury or danger. The possibility of injury to staff or students should be reduced at all costs.

II. IMMEDIATE RESPONSE- Assess the possibility of injury and the need to shut off the utility, or the need to evacuate the facility. Notify utility on Gas Emergency Hot linephone number.

III. NOTIFY-

- Building Administrator
- Director of Facilities
- Emergency Response Team
- Utility Company Involved
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communication
- Coordinator of Safety and Security
- Facilities Director

IV. VERIFY SEQUENTIAL RESPONSE-

1. Shut off the utility,
2. Notify Building Custodian,
3. Notify Building Staff,
4. Initiate Evacuation,
5. Notify Utility,
6. Notify Assistant Superintendent,
7. Coordinator of Safety and Security.

HAZARDOUS MATERIAL SPILL

- I. **PRE-EMERGENCY PLANNING**- Notification of a spill may come in various methods including a call from the County Emergency Management Office, County dispatcher, or local law enforcement agency. Be prepared to act on the initial information. The response will be based on the information provided. If informed that there is time and a need to evacuate do so.
- II. **IMMEDIATE RESPONSE**- Determine the danger involved, if time permits verify the information, react with "Sheltering Plan" or "Evacuation Plan" as prescribed in your buildings Emergency Management Plan. Close doors and windows and initiate HVAC "shut down plan".
- III. **NOTIFY**-
 - Building Administrator
 - 911
 - Emergency Response Team
 - Building staff and students
 - Building Custodian
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Coordinator of Safety and Security
 - Facilities Director
- IV. **VERIFY SEQUENTIAL RESPONSES**-
 1. Verify notification list above,
 2. Verify responses listed,
 3. Shut down building HVAC Systems as necessary (See details Appendix D),
 4. Initiate "Go Home" or "Evacuation Plan",
 5. Initiate Notification Plan.

RADIOLOGICAL INCIDENT

- I. **PRE-EMERGENCY PLANNING**- Coordination with the County Emergency Management Office will be necessary for the smooth and orderly evacuation of the staff and students to a pre-planned destination and the necessary transportation for such an evacuation.

- II. IMMEDIATE RESPONSE- In the event of a Radiological incident the initial warning will come from the County Emergency Management Office or County Dispatcher. It will be necessary to alert the building TIG team and insure an orderly response to all advisories from the County Office or notifications from the media. If it is necessary to shelter students and staff for a period of time to allow for the arrival of transportation, it may be necessary to shut down all building HVAC equipment. Ensuring the building envelope, by closing and locking all windows and doors. Shut down information will be included in appendix “D”.
- III. NOTIFY-
- Building Administrator
 - TIG team
 - Staff and students
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Coordinator of Safety and Security
 - Facilities Director
- IV. VERIFY SEQUENTIAL RESPONSES-
1. Notify Building Administrator,
 2. Notify Building TIG team,
 3. Notify Staff and Students,
 4. Shut down all HVAC equipment,
 5. Ensure that all staff and students are evacuated on transportation provided,
 6. Ensure the loading of “Go Bag” with the KI pills and denial lists,
 7. Notify Home Schools of intended point of sheltering,
 8. Notify Assistant Superintendent,
 9. Maintain accurate lists of students and verify presence,
 10. All staff will remain with students until situation is declared over,
 11. Release students only to parent or guardian and verify in writing.

WATER EMERGENCIES

- I. PRE-EMERGENCY PLANNING- Coordinate with County Emergency Management Office, Town Water Department
- II. IMMEDIATE RESPONSE- Upon notification, notify building staff and students of the problem. If the problem is water contamination instruct them not to drink and consider a shutdown of the water supply until problem is solved. Notify Director of Facilities.

III. NOTIFY-

- Building Administrator
- Building O&M Department
- Building staff and students
- Health Department
- Town Water Department
- Facilities Director
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communication
- Coordinator of Safety and Security

IV. VERIFY SEQUENTIAL RESPONSES-

1. Communicate problem to all listed above and ensure that safety of all priority,
2. Determine the need to close facility,
3. Be prepared to communicate with home school districts and initiate the "Go Home" plan.

FIRE AND EXPLOSION

EXPLOSION

- I. PRE-EMERGENCY PLANNING- Practice the established procedure for emergency exiting of building as written and practiced for Fire Drills. The need to practice with blocked exits and the quick, quiet, orderly evacuation to ensure minimal disruption in an emergency should be enforced.
- II. IMMEDIATE RESPONSE- Determine the need to evacuate and the safest method for all areas. Use the building Fire Alarm if working or the established communication strategies. Should these systems be inoperable, the use of runners or messengers from the Building Response team may be necessary. Evacuate to the predetermined safe assembly area away from the building and entry path of responding emergency vehicles. Call 911 to ensure that the alarm was received by the necessary response units.
- III. NOTIFY-
 - Building Occupants
 - 911
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication

- Coordinator of Safety and Security
- Facilities Director
- Home School

IV. VERIFY SEQUENTIAL RESPONSES-

1. Evacuate Building Occupants,
2. Verify all occupants are out and are in designated assembly areas,
3. Notify 911,
4. Notify Building Administrator,
5. Notify Director of Facilities,
6. Notify Coordinator of Safety and Security,
7. Advise Responding Emergency Agencies of problem,
8. Assess Conditions,
9. Decide to continue or suspend operation,
10. Consider "Reunification" Plan.

FIRE

- I. PRE- EMERGENCY PLANNING- Use and practice the existing Fire Drill Plan, to include exiting with blocked exits, and quiet and orderly evacuation to a predetermined area safe from the arriving Emergency vehicles.
- II. IMMEDIATE RESPONSE- Upon discovery of smoke or fire, immediately activate the Fire Alarm System. Ensure the evacuation of all building occupants to a safe area. Call 911 to ensure the delivery of the alarm to the Fire Department.

III. NOTIFY-

- 911
- Building Administrator
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communication
- Coordinator of Safety and Security
- Facilities Director
- Others based on the need to resume or discontinue classes.

IV. VERIFY SEQUENTIAL RESPONSES-

1. Evacuate building to safe area,
2. Verify all occupants are out,
3. Verify notification of Fire Departments,
4. Notify Building Administrator,
5. Notify Director of Facilities,
6. Notify Assistant Superintendent,

7. Decide on continuation or cancellation.

SYSTEM FAILURE

BUILDING STRUCTURAL FAILURE

- I. PRE-EMERGENCY PLANNING- Annual building inspections are accomplished, during the Fire inspections, and are a combined process involving the Director of Facilities, the Building Custodian, and the Code Enforcement Official. Periodic visual inspections are performed by the Building Custodian, and notification of perceived problems will be handled as made known. Under the direction of the State Education Department, an extra inspection will be performed every five years to rate the structure's safety.
- II. IMMEDIATE RESPONSE- Upon noticing a problem with the building the individual should notify the Building Administrator. The Building Administrator should determine the need to evacuate the building or move occupants to a safe area. The Building Administrator should then contact the Building Custodian, Dir. of Fac., and the Assistant Superintendent.
- III. NOTIFY-
 - Building Administrator
 - Building Custodian
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Director of Facilities
 - Coordinator of Safety and Security
- IV. VERIFY SEQUENTIAL RESPONSES
 1. Verify structural problem,
 2. Evacuate or move occupants to safe area,
 3. Notify individuals listed above,
 4. Decide on need to close,
 5. Proceed with the plan or follow P643/P664 (Appendix A Emergency Response Guide).

ELECTRICAL SYSTEM FAILURE

- I. PRE-EMERGENCY PLANNING- Determining the ability to operate the building with limited electrical power available or loss of any building system and how to communicate with building occupants will be necessary.
- II. IMMEDIATE RESPONSE- Communicate with available sources to determine

the extent of outage and approximate length of time before power is restored.

III. NOTIFY-

- Building Custodian
- Building Staff and Students
- Director of Facilities
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Home School Districts

IV. VERIFY SEQUENTIAL RESPONSES-

1. Notify Building Custodian,
2. Notify Building Staff and Students,
3. Decide on closing.

HEATING SYSTEM FAILURE

I. PRE-EMERGENCY PLANNING- Planning, to determine the ability, to operate the building with the loss of any systems, electrical, heating, plumbing, sewage, or water service will be instrumental in the decision-making process.

II. IMMEDIATE RESPONSE- Notify Building Custodian and verify problem, length of time without service, and determine impact on building operation. Consider the need to evacuate, or move into another site, or to initiate the "Reunification " Plan.

III. NOTIFY-

- Building Custodian
- Building Administrator
- Facilities Director
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Staff and Students
- Director of Communication
- Coordinator of Safety and Security
- Facilities Director

IV. VERIFY SEQUENTIAL RESPONSES

1. Notify individuals listed above,
2. Determine the need to continue or cancel building operation,

3. Take necessary steps to insure the minimization of damage to the facility due to loss, and the most rapid mitigation of existing problem.

LOSS OF BUILDING

- I. PRE-EMERGENCY PLANNING - Establish housing list to be used in the event of building loss or failure which would result in an extended period that the building could not be used. Additional space could be the result of doubling up of classes, using additional buildings on site, or an agreement with other school districts.
- II. IMMEDIATE RESPONSE- Establish the reason for loss, the expected length of time, impact on programs, safety is the most important part of any plan or response.
- III. NOTIFY-
 - Building Administrator
 - Facilities Director
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Coordinator of Safety and Security
 - Board of Education
 - State Education Department
- IV. VERIFY SEQUENTIAL RESPONSE-
 1. Identify optional spaces,
 2. Verify ability to acquire State Ed. approval,
 3. Notify districts, staff, parents, students,
 4. Modify transportation plans,
 5. Begin recovery process to repair/replace structure.

ROOFING FAILURE / LEAK

- I. PRE-EMERGENCY PLANNING - Regular inspections of roofs and roof drains will ensure minimal problems based on build-up of debris and blocking of drains. Preventing poor drainage will insure a longer life of existing roofs, and a safer environment for students.
- II. IMMEDIATE RESPONSE - Determine the extent of problem, the imminent danger to students and staff, and the necessary steps to ensure safety. Moving building occupants may be necessary until notification and resolution of problem is accomplished.

III. NOTIFY-

- Building Custodian
- Building Administrator
- Facilities Director
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communication
- Coordinator of Safety and Security

IV. VERIFY SEQUENTIAL RESPONSES -

1. Identify Problem,
2. Determine Severity,
3. Notify Staff and Students,
4. Plan Response based on Safety and need to operate,
5. Proceed with problem resolution.

SEWAGE SYSTEM FAILURE

I. PRE-EMERGENCY PLANNING- Knowing the existing building system and the operation of that system is the responsibility of the building custodian and the Director of Facilities. Regular monitoring of system controls and the pumping stations is important to insure continued service. Unexpected failures are generally detected by drains backing up or the presence of surface water in the case of septic system problems.

II. IMMEDIATE RESPONSE- Notify the building administrator and building custodian. Notify all departments to limit the use of water until they receive further notice. Determine the cause of the problem and the expected time of repair. If the need to close is determined, the building administrator must notify the District Superintendent or the Deputy District Superintendent and the home schools.

III. NOTIFY-

- Building Custodian
- Building Administrator
- Facilities Director
- Building Staff
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communication
- Coordinator of Safety and Security
- Home Schools

IV. VERIFY SEQUENTIAL RESPONSES-

1. Verify notifications as listed above,
2. Determine necessary steps to repair,
3. Determine necessary resources,
4. Decide on continuance of daily routine,
5. Make repairs.

WATER FAILURE

- I. PRE-EMERGENCY PLANNING- Loss of any necessary building systems will require similar responses. Knowledge of the system and the steps necessary to determine the extent of the problem are necessary.
- II. IMMEDIATE RESPONSE- Notify the building administrator and building custodian. Determine the actual problem and decide on the length of time the loss will continue. Decide on the need to close the building or site, notify the Director of Facilities, and District Superintendent or his Deputy District Superintendent.
- III. NOTIFY-
 - Building Administrator
 - Director of Facilities
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Coordinator of Safety and Security
 - Building Staff
 - Home Schools

IV. VERIFY SEQUENTIAL RESPONSES-

1. Verify notifications as listed above,
2. Determine necessary steps to repair,
3. Determine needed resources,
4. Decide on the continuance of daily routine,
5. Make repairs.

MEDICAL EMERGENCIES

A medical emergency is such that the injured individual needs assistance during the time that it takes for emergency medical responders to arrive on the scene.

Intervention in an emergency is intended to offer immediate first aid to a victim of an accident or injury to protect the life of the individual until competent medical attention or parentalcare is secured.

Included in this section are some but not all instances that may require medical treatment and the guidelines that are considered applicable at this time:

BASIC FIRST AID, AED, Stop the Bleed, & NARCAN

First aid is the initial care of the injured or sick. It is the care administered by a concerned person as soon as possible after an accident or illness. It is this prompt care and attention prior to the arrival of the ambulance that may mean the difference between life and death, or between a full or partial recovery.

The principle to be adopted in first aid is immediate action. If a person is sick or injured, then they need help, and they need it immediately. Please remember that any action taken is to assist the individual and that you must act with authority, remain calm, and think your actions through.

Automated External Defibrillator (AED): This is used to help those experiencing sudden cardiac arrest. It is a sophisticated, yet easy-to-use, medical device that can analyze the heart's rhythm and, if necessary, deliver an electrical shock, or defibrillation, to help the heart re-establish an effective rhythm. AEDs are available throughout each building and are clearly marked.

Stop the Bleed: Three quick techniques to help save a life before someone bleeds out: (1) Use your hands to apply pressure to a wound; (2) Pack a wound to control bleeding; (3) Apply a tourniquet. These three techniques will empower you to assist in an emergency and potentially save a life.

Naloxone (NARCAN)- An opioid antagonist that will temporarily reverse the potentially deadly respiratory depressive effects for legal and illicit drugs. When administered quickly and effectively, it has the potential to immediately restore breathing to a victim experiencing an opioid overdose. Additional doses can be administered every 2-3 minutes.

DRABC

DANGER

Be aware of the situation and surroundings, don't put yourself, the victim, or others in a position which will cause further injuries.

RESPONSE

Gently shake and shout at the casualty (Do not shake children or infants.).

Is the casualty alert, drowsy, confused, unconscious but reactive, unconscious with no reaction? If unconscious put the casualty in a stable side position.

AIRWAY

Is airway open and clear?

Is breathing noisy?

Are there potential obstructions? (blood)

If so, open and clear the airway.

BREATHING

See if chest is rising.

Listen for the sound of breathing!
Feel by placing hand gently on lower chest.
If not breathing, begin CPR.

CIRCULATION

Is there a carotid pulse? Is it strong, regular? Is there major blood loss?

ALLERGIC REACTION

- I. PRE-EMERGENCY PLANNING- Planning for all medical and related emergencies should consist of properly trained staff, first aid kits, school nurse and medical information(as provided by parents) on all students.
- II. IMMEDIATE RESPONSE- The first consideration in any situation is to ensure that the individual is breathing, and that assistance is needed until the arrival of properly trained medical personnel. Notify the responders of the circumstances leading up to the incident. (Bee sting, use of any aerosol, cleaning agent, or other chemical the student or staff member may have been exposed to.)
- III. NOTIFY-
 - Medical personnel/Nurse
 - Building Administrator
 - Home School
 - Parent
- IV. VERIFY SEQUENTIAL RESPONSES-
 1. Call for help or have someone call for you,
 2. Comfort individual,
 3. Administer first aid to the extent you are capable,
 4. Keep the individual calm until help arrives.

ANIMAL BITE

- I. PRE-EMERGENCY PLANNING - Planning for all medical and related emergencies should consist of properly trained staff, first aid kits, school nurse and medical information (as provided by parents) on all students.
- II. IMMEDIATE RESPONSE - same as sequence below
 - Calm individual
 - Call for assistance.
 - Catch or corner the animal being careful to not have other injuries
 - If animal cannot be captured note description and direction of travel
- III. NOTIFY-
 - Nurse/ medical team

- Building Administrator
- Necessary response services (Medical, Law enforcement)
- Home school
- Parent

IV. VERIFY SEQUENTIAL RESPONSES-

1. Call for help,
2. Calm individual,
3. Attend to wound,
4. Notify building Administrator,
5. Attempt to capture animal or note direction of travel.

BLEEDING

- I. PRE-EMERGENCY PLANNING - Planning for all medical and related emergencies should consist of properly trained staff, first aid /stop the bleed tourniquets kits, school nurse and medical information (as provided by parents) on all students.

II. IMMEDIATE RESPONSE-

- Notify nurse/building medical team.
- Lay victim flat on his back (use caution if you suspect head,neck, or back injury).
- Elevate feet and injured limb above heart if possible.Check ABCs (airway, breathing, circulation).
- Remove any visible objects from the wound (do not removeany clothing or object stuck in the wound).
- As available use necessary equipment to ensure compliancewith the “Blood Borne Pathogens Standard”.
- Apply direct pressure to wound with clean cloth or your hand,strict adherence to blood borne pathogens procedures are highly recommended If blood continues to seep through applymore pressure (for embedded object apply pressure around the wound).
- If bleeding does not stop, apply pressure to an arterial pressure point.
- When bleeding stops, do not remove any cloths used to stop the bleeding
- Put the bandage over those.
- Keep victim calm and still

III. NOTIFY-

- Nurse/ medical team
- Building Administrator
- Necessary response services (Medical, Law enforcement)
- Home school
- Coordinator of Safety and Security
- Parent

IV. VERIFY SEQUENTIAL RESPONSES-

1. Call for help,
2. Calm individual,
3. Attend to wound,
4. Notify building Administrator.

Note: Clean up measures are to be consistent with standard recommended blood bornepathogens procedures.

BLOW TO THE HEAD

- I. PRE-EMERGENCY PLANNING- Planning for all medical and related emergencies should consist of properly trained staff, first aid kits, school nurse and medical information(as provided by parents) on all students.
- II. IMMEDIATE RESPONSE-
Staff trained in concussion management will follow P7115, Concussion Management Policy.
- III. NOTIFY-
 - Nurse/ medical team
 - Building Administrator
 - Coordinator of Safety and Security
 - Necessary response services
 - Medical
 - Home school
 - Parent
- IV. VERIFY SEQUENTIAL RESPONSES-
 1. Call for help,
 2. Calm individual,
 3. Attend to wound,
 4. Notify building Administrator

BROKEN BONES

- I. PRE-EMERGENCY PLANNING- Planning for all medical and related emergencies should consist of properly trained staff, first aid kits, school nurse and medical information (as provided by parents) on all students.
- II. IMMEDIATE RESPONSE-
 - Notify nurse/building medical team.
 - Keep victim calm and completely still
 - Check victims' ABCs (airway, breathing, circulation)

- Do not move a trauma victim who may have other injuries, unless it is absolutely necessary to remove him from further danger.
- Check the victim's ABCs.
- Check and treat for any other serious injuries.
- Immobilize the injured bone or joint.

III. NOTIFY-

- Nurse/ medical team
- Building Administrator
- Necessary response services -Medical
- Home school
- Parent

IV. VERIFY SEQUENTIAL RESPONSES-

1. Call for help,
2. Calm individual,
3. Attend to wound,
4. Notify building administrator.

BURNS

- I. PRE-EMERGENCY PLANNING- Planning for all medical and related emergencies should consist of properly trained staff, first aid kits, school nurse and medical information (as provided by parents) on all students.

II. IMMEDIATE RESPONSE-

- Notify nurse/building medical team.
- Keep victim calm and completely still.
- Check victims' ABCs (airway, breathing, circulation)
- Do not move a trauma victim who may have other injuries unless it is necessary to remove him from further danger.
- Cool the burn with clean water only.
- Cover with a clean non-adherent burn dressing.
Remove contaminated clothing.
- If chemicals are involved, flush chemicals from the skin, etc.

III. NOTIFY-

- Nurse/ medical team
- Building Administrator
- Necessary response services -Medical
- Home school
- Parent

IV. VERIFY SEQUENTIAL RESPONSES-

1. Call for help,

2. Calm individual,
3. Attend to wound,
4. Notify building Administrator.

CHOKING

I. PRE-EMERGENCY PLANNING- Planning for all medical and related emergencies should consist of properly trained staff, first aid kits, school nurse and medical information (as provided by parents) on all students.

II. IMMEDIATE RESPONSE-

- Choking is the result of a foreign object in the airway.
- If the victim is coughing effectively, do not slap he or she on the back.
- If the coughing is having no obvious effect and the individual appears to be in increasing distress, the item may be totally obstructing the airway.
- Call or have someone call for help, position yourself behind the person and place your hands around the abdomen.
- Grab one fist with the other hand and firmly compress the victims' abdomen to expel air from the lungs.
- Try this maneuver several times.
- If the victim loses consciousness, lie him or her on their back, clear the airway, give two slow breaths (mouth to mouth) and then push upward on the abdomen. This may dislodge the obstruction.
- If the individual is unconscious the muscles in the airway will relax and may allow you to dislodge the item.

III. NOTIFY-

- Nurse/ medical team
- Building Administrator
- Necessary response services -Medical
- Home school /Parent

IV. VERIFY SEQUENTIAL RESPONSES-

1. Call for help,
2. Perform Basic lifesaving maneuvers,
3. Calm individual,
4. Notify Building Administrator,
5. Monitor until medical help arrives.

PRE-EMERGENCY PLANNING- Planning for all medical and related emergencies should consist of properly trained staff, first aid kits, school nurse and medical information (as provided by parents) on all students.

IMMEDIATE RESPONSE-

Call for assistance, attempt to identify the problem (high or low blood sugar).

High blood sugar or Hyperglycemia will have the following symptoms: hot dry skin, excessively thirsty, drowsy, smell of acetone (nail polish remover) on the breath, and eventually unconsciousness. This individual needs medical attention as they may require insulin.

Low blood sugar or Hypoglycemia will have the following symptoms: pallor, profuse sweating, hunger, the person may be confused or aggressive, rapid pulse, may appear to be impaired, experience seizures, and finally become unconscious.

NOTIFY-

Nurse/ medical team

Building Administrator

Necessary response services -Medical

Home school

Parent

VERIFY SEQUENTIAL RESPONSES-

Call for help,

Perform Basic lifesaving maneuvers,

Calm individual,

Notify Building Administrator,

Monitor until medical help arrives.

DIABETIC SHOCK

ELECTRIC SHOCK

- I. PRE-EMERGENCY PLANNING- Planning for all medical and related emergencies should consist of properly trained staff, first aid kits, school nurse and medical information (as provided by parents) on all students.

II. IMMEDIATE RESPONSE-

- Call for help. DRABC.
- If the victim is still in contact with the power source, turn off the source, or disconnect the victim using a piece of wood or any other non-conductive item.
- Danger is the first consideration. Your ability to assist the casualty depends on caution until the source is disconnected.
- Respond by gently shaking and shouting at the casualty.
- Assess the casualties' condition, alert, reactive, confused, or unconscious.
- Airway, be sure the victim is breathing, is airway open and clear.
- Begin necessary first aid, check for additional wounds.

III. NOTIFY-

- Nurse/ medical team

- Building Administrator
- Necessary response services -Medical
- Home school
- Parent

IV. VERIFY SEQUENTIAL RESPONSES-

1. Call for help 911
2. Employ established communication strategies
3. Perform Basic lifesaving maneuvers,
4. Calm individual,
5. Notify Building Administrator,
6. Monitor until medical help arrives.

TRAUMATIC EVENTS

Traumatic Events will affect the operation of the staff and students of a facility and the school community. As with any planning endeavor the situations that follow will not be the only ones that are possible and the recommended responses not the only ones that will work.

Above the possible need for emergency first aid for people involved in these types of situations, there will also be the need to counsel those not directly affected at or on the scene. The effects of a traumatic experience may extend to students, staff, responding agencies, parents, and community.

The situation will dictate the necessary responses, but the type of situation, location, and individuals involved will have an impact on how the follow-up will be conducted. The single most valuable resource will be that of qualified personnel to counsel and listen to anyone that feels the need to talk or express themselves. Lists of contacts and organizations need to be readily available. School Nurses and Social Workers are always to be included when designing these responses.

BUS ACCIDENT

- I. PRE-EMERGENCY PLANNING- Planning for any emergency situation must be broad based to cover numerous possibilities. The response to a bus accident will be determined by the severity and location of the incident as well as the immediate information provided to the administrator, staff, responding emergency services.
- II. IMMEDIATE RESPONSE-
 - Upon receipt of information or rumor, verify that there has indeed been an accident.
 - Send representative of the school or district the scene to assist with problems on site.
 - Verify injuries, students involved, and where the injured are

transported.

- Notify Administration and site TIG teams.
- Evaluate the immediate, short term, and long- term effects on your organization and plan the necessary steps to be taken.

III. NOTIFY-

- 911
- TIG team
- Nurse
- Building Administrator
- Necessary response services -Medical
- Home school
- Parent

IV. VERIFY SEQUENTIAL RESPONSES-

1. Off Site - Verify information (call the local law enforcement agency),.
2. On Site - Call 911
3. Activate TIG team,
4. Perform appropriate First Aid,
5. Notify Administration,
6. Employ Reunification Plan, if necessary
7. Notify Home Schools
8. Notify Parents,
9. Plan for the necessary counseling and follow up(Critical Incident Debriefing).

DEATH

- I. PRE-EMERGENCY PLANNING- Knowledge of the staff who have had the training in Critical Incident Debriefing, and all information surrounding the specific incident is necessary to plan a response. Responses will be developed to fit the circumstances and Team Training will be necessary.
- II. IMMEDIATE RESPONSE- Processes for handling the dissemination of information in a controlled manner and at a central location is very important. The need to furnish accurate information and combat rumor is necessary to prevent further problems and misinformation. Establish area for counseling, and informal meeting areas.
- III. NOTIFY-
 - Building Administration
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Trauma Illness and Grief Team (TIG)
 - Coordinator of Safety and Security
 - Staff

- Students

IV. VERIFY SEQUENTIAL RESPONSES-

1. Notify building Administrator,
2. Verify information,
3. Notify Building TIG team,
4. Inform staff and students,
5. Plan counseling sessions,
6. Follow up to insure the necessary closure.

SUICIDE ON PREMISES

- I. PRE-EMERGENCY PLANNING – Knowledge of the staff who have had the training in Critical Incident Debriefing, and all information surrounding the specific incident is necessary to plan a response. Responses will be developed to fit the circumstances and Team Training will be necessary.

II. IMMEDIATE RESPONSE-

- Call for help and follow the DRABC guidelines.
- Be sure that you don't expose yourself or others to further Danger.
- Respond to the immediate situation, check the victim for vital signs.
- Airways check to assure that the victims' airway is clear.
- Check to see if the victim is Breathing.
- Circulation can be checked by feeling for a pulse or carotid pulse.

III. NOTIFY-

- Building Administrator
- 911
- District Superintendent or Deputy District Superintendent
- Business Office Administrator
- Assistant Superintendent for Teaching and Learning
- Director of Communication
- Trauma Illness and Grief Team (TIG)
- Staff
- Students
- Coordinator of Safety and Security

IV. VERIFY SEQUENTIAL RESPONSES-

1. Notify building Administrator,
2. Follow DRABC procedures,
3. Verify information,
4. Notify Building TIG team,
5. Inform staff and students,
6. Plan counseling sessions,
7. Follow up to insure the necessary closure.

TRAGIC DEATH

- I. PRE-EMERGENCY PLANNING- Knowledge of the staff who have had the training in Critical Incident Debriefing (eg TIG Team), and all information surrounding the specific incident is necessary to plan a response. Responses will be developed to fit the circumstances and Team Training will be necessary.
- II. IMMEDIATE RESPONSE- Processes for handling the dissemination of information in a controlled manner and at a central location is very important. The need to furnish accurate information and combat rumor is necessary to prevent further problems and misinformation. Establish area for counseling, and informal meeting areas.
- III. NOTIFY-
 - District Superintendent or Deputy District Superintendent
 - Business Office Administrator
 - Assistant Superintendent for Teaching and Learning
 - Director of Communication
 - Trauma Illness and Grief Team
 - Staff
 - Students
 - Coordinator of Safety and Security
- IV. VERIFY SEQUENTIAL RESPONSES-
 1. Notify building Administrator,
 2. Verify information,
 3. Notify Building TIG team,
 4. Inform staff and students,
 5. Plan counseling sessions,
 6. Follow up to insure the necessary closure.

C. Description of Procedures to Coordinate the Use of School District Resources During Emergencies, including:

- 1. Trained staff willing to assist in an emergency.**
See individual Building Level Plans, Appendix D
- 2. Heavy Equipment Inventory**
See individual Building Level Plans, Appendix D
- 3. Bus and Vehicle Inventory**
See individual Building Level Plans, Appendix D
- 4. Fuel Inventory**
See individual Building Level Plans, Appendix D
- 5. Cafeteria Capacities / Inventory Summary**
See individual Building Level Plans, Appendix D
Identification of the staff members assigned to aid during emergencies.

Operation and Maintenance Department Staff Contact Information

Newark Regional Support Center, 131 Drumlin Court, Newark, NY 14513-1863

	Work
Matt Hart	(315) 332-7402

Finger Lakes Technical and Career Center, 3501 County Rd. 20, Stanley, NY 14561

	Work
Randy Gavette	(585) 526-6423
Sean Hunter	(585) 526-6423

Wayne Technical and Career Center, 4440 Ridge Rd., PO Box 19, Williamson, NY 14589

	Work
Zack Tyler	(315) 589-2614
John Anderson	(315) 589-2614

PTECH and Career Creations, 1000 Technology Parkway, Newark, NY 14513

	Work
Matt Hart	(315) 332-7402

ALL BOCES Campuses

	Work
Frank Buisch	(315) 332-7228
Greg Lasher	(315) 332-7520

D. Policies and procedures for annual multi-hazard school training for staff and students, including the strategies for implementing training related to multi-hazards.

The district will annually review with all faculty, staff and students, their role in implementing the emergency plan.

E. Procedures for the review and conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials.

As the initial plan is developed and annually as the plan is updated, the chairperson of the District Wide Safety Team will submit a draft of the plan to the Coordinator of Safety and Security who will then share with each affected county emergency management coordinator for review to insure compatibility with the county plan

and statewide plan.

Each year, the District Superintendent will conduct at least one test of the emergency response procedures for each student occupied facility. All tests will be conducted with local and county emergency management officials as much as possible.

Procedures regarding notification of parents or persons in parental relation regarding drills.

Drills and training will be done trauma-informed, developmentally and age-appropriately. Specifically, drills and training will not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and students and staff be informed when a school is conducting a drill

Parents or persons in parental relations shall be given advance notice of each drill being conducted within one week preceding any such drill. After every drill, parents/guardians are notified through Parent Square text message/email that a drill has taken place.

Section III: Responding to Threats and Acts of Violence

A. Policies and procedures for responding to threats of violence

Policies and procedures for responding to acts of violence

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.

All staff must notify the building administrator (or designee) of any violent incidents. The building administrator (or designee) will determine the seriousness of the situation and contact law enforcement immediately if the situation warrants.

B. Identification of appropriate responses to emergencies (starting on p. 13)

C. Policies and procedures to contact parents, guardians, or persons in parental relation to the students in the event of a violent incident or an early dismissal.

For incidences involving individual or several students, the parents of all students involved will be notified as soon as possible by the building administrator regarding the details of the incident. Whenever the safety of the general student population has been jeopardized or is in future jeopardy all parents will be notified of the circumstances of the incident as soon as possible.

Section IV: Communication with Others

A. Description of the arrangements for obtaining assistance during emergencies from

emergency services organizations and local government agencies.

Contact the County Emergency management Office for the specific county:

Ontario:585-396-4310

Wayne:315-946-5663

Also, see Appendix B for additional numbers and agencies.

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.

By contacting 911, the system for coordinating the delivery of assistance from both the county and local agencies will be activated.

C. A system for informing all educational agencies within a school district of a disaster.

The school superintendent or the Deputy District Superintendent will notify all educational agencies within district boundaries of any emergency that may affect their operation.

D. In the case of a school district, maintaining certain information about each educational agency located in the school district, including information on: (See Appendix D)

- a. School population,
- b. Number of staff,
- c. Transportation needs, and
- d. Business and home telephone numbers of key officials of each such educational agency.

Section V: Prevention and Intervention Strategies

A. Policies and procedures related to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures.

All staff must actively participate in measures outlined by the administration for providing school safety and security. These include:

1. Limiting access for all persons to single point of entry.
2. Wearing staff identification badges at all times.
3. Being cognizant of strangers in the building and stopping visitors who have not properly registered.
4. Providing adequate lighting in all areas.
5. Reducing and controlling traffic flow on campus.
6. Providing sign-in procedure via Raptor System for processing/verifying all visitors to student occupied buildings.
7. Training all staff on violence prevention, intervention, and interdiction.

B. Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:

The identification of family, community and environmental factors to teachers, administrators, parents, and other persons in parental relation to students at the school district or board, students and other persons deemed appropriate to receive such information.

1. Administrators and counselors share pertinent intake information regarding specific students with staff.
2. Alternative Education Staff meets daily to discuss students and their IEP's.
3. Selected staff meet systematically with probation officer, juvenile officers, and social service staff.
4. Building Administrators meet with staff after an incident to discuss strategy

C. Prevention and intervention strategies:

1. Staff Development Programs:

- a. Traumatic Crisis Intervention
- b. DASA
- c. Safe Schools (Online training)
- d. Safe Schools NY (Quick reference guide-Emergency Response)
- e. School Resource Officer (Training for Staff)
- f. Coordinator of Safety and Security (Training for Staff)
- g. CLPS School Safety consulting (Threat Assessment)
- h. Therapeutic Crisis Intervention
- i. NYS Police Safe Schools Training
- j. CPR/First Aid/Narcan/Stop the Bleed
- k. Bus Drivers Safety Training
- l. Haz. Comm./RTK Training
- m. Blood-Borne Pathogens

2. Student Programs:

- a. Social Skills Development Program
- b. Review of student handbook and code of conduct with both students and parents sign-off
- c. In the Technical & Career Centers, character education is a joint effort with the home school districts.
- d. In the Special Education Centers, character education is embedded in the IEP of each student.

3. Full time counselors and/or social workers on each campus to develop rapport with students.

D. Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, may include, but are not limited to the establishment of:

- Youth leadership programs,
- Peer mediation,

- Conflict resolution,
- Others are based on district need.
 1. Special Education Crisis Support Staff and Counselors.
 2. Alternative Education effective groups on building self-esteem.
 3. Counselors on each vocational campus to develop rapport with students.

Section VI: Emergency Remote Instruction Plan

In the event that the W-FL BOCES will need to transition to remote instruction, the following will be implemented to provide all students with continuity of learning that is accessible, equitable and clearly communicated.

A. Procedure to ensure access to remote learning devices and internet connectivity.

To ensure that students have adequate access to technology that is required for remote instruction, the BOCES will ensure the following annually:

- By October 15 of each school year, the BOCES will survey families to determine the extent to which they have adequate access to Wi-Fi or other connectivity to access remote learning.
- Survey data will be collected and shared with administrators and technology personnel so that plans can be made to ensure that students who do NOT have access to Wi-Fi are given such access in the event that the BOCES must move to a remote learning environment.
- Based on survey data collected, the BOCES will ensure that all students attending BOCES programs will have access to remote learning.
- Providing devices to support Wi-Fi access will be available for students who lack adequate internet access in their homes. Such technology and access shall be provided by BOCES to the families of those in need. Wi-Fi devices will be distributed by BOCES personnel as needed with a device management plan.
- The BOCES will annually generate a list of local public spaces to access Wi-Fi with the component districts and make this available to families.

B. Instructional Delivery Model

Instruction will be provided using both asynchronous and synchronous instructional delivery models. Asynchronous is a term that is used to describe forms of education, instruction and learning that do not occur in the same place or at the same time.

Synchronous instruction is a term that is used to describe forms of education, instruction and learning that occur in the same place at the same time.

Instruction will be provided for 4 hours daily, including no less than 2 hours of direct synchronous teaching. The teacher will determine asynchronous instruction and individual instruction based on the needs of the students. During the Emergency Remote Instruction time period, the school principal will review learning plans and provide feedback and support.

Attendance will be taken. Administration will monitor attendance to ensure continuity of learning.

- Training will be provided to all teaching staff on educational learning platforms.

- In the event of a transition to remote instruction, the BOCES will provide staff that are unable to work from their places of residence with a place to access Wi-Fi at the Regional Support Center or another designated space.

Students with Disabilities

Depending on the length of time that Emergency Remote Instruction will be delivered, students receiving special services will have their schedules adjusted accordingly to ensure the delivery of any of the following services:

- Related Services (Speech, Occupational Therapy, Physical Therapy, Assistive Technology)
- Communication with Special Education Teacher
 - Conduct of IEP meetings, evaluations, and other meetings will be conducted via appropriate time schedule via the use of agreed upon remote conferencing.
- Communication with classroom teachers and/or assigned teaching assistant/classroom aide

English Language Learners (ELL)

Depending on the length of time that Emergency Remote Instruction will be delivered, students receiving English as a Second Language instruction will have their schedules adjusted accordingly to ensure continuity of instruction and services.

- In addition to regularly scheduled instruction, English as a Second Language Instruction will also be provided based on a student's individual needs.
- Families of ELLs will be provided with an update regarding the provision of translation materials, interpretive services, and literacy level appropriate information.

Appendix A

DEFINITIONS

Recommendations on building security are based on the first and most important directive that to ensure a secure building, the only areas of the building that should be accessible are hallways, occupied classrooms, and occupied shop areas. All other areas, those considered to be sensitive such as Boiler rooms, Server closets, Phone rooms, and un-occupied areas will remain locked.

(Board of Education Policies will be posted as the new Policies are adopted and corresponding policy numbers are identified.)

DEFINITIONS:

Clear and Sanitized Area:

An assembly space, such as the gymnasium, that shelters students, faculty and staff after it is searched by school volunteers and law enforcement for suspicious packages and objects.

Concept of Operations:

The overall strategy of the District-Wide School Safety Plan and Building Emergency Response Plans is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigated damages, restore order and aid recovery. These plans are based upon the concept that the incident management functions that must be performed by the school staff 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.

Incident Command System (ICS):

The Incident Command System, also known as ICS, is defined as a standardized on-scene emergency management system that allows multi-agencies to work together without any jurisdictional boundary problems. ICS defines the chain of command as a series of management positions in order of authority. Individuals in the chain of command are from different agencies and positions.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. In general, the initial Incident Commander at the school will be the building

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

Based on New York State Safe Schools guidance, the building-level Emergency Response Team (ERT) typically includes the following roles with these succinct responsibilities:

1. **Incident Commander** – Leads response operations, makes decisions, and coordinates with outside emergency services.
2. **Public Information Officer** – Communicates with media and stakeholders; ensures accurate public messaging.
3. **Safety Officer** – Monitors safety conditions and recommends actions to maintain safety during incidents.
4. **Liaison Officer** – Serves as the point of contact for outside agencies (e.g., police, fire, EMS).
5. **Operations Chief** – Directs tactical response actions (e.g., evacuation, lockdown, medical).
6. **Logistics Chief** – Manages resources, supplies, and facilities support.
7. **Planning Chief** – Collects and evaluates information, maintains documentation, and plans for future needs.
8. **Finance/Administration Chief** – Tracks expenses, handles procurement, and manages

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 Tap App accordingly.

Wayne-Finger Lakes BOCES Board of Education Policies and Procedures

P7111 FIRE DRILLS AND BOMB THREATS

Fire Drills, Evacuation Drill and Lockdown

The administration of each school building shall instruct and train students, through drills, in procedures for leaving the building in the shortest possible time and without confusion or panic.

Required drills:

Eight evacuation drills each year: six must be completed between September 1 and December 31 each school year. Four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or using identified secondary means of egress, such as through different corridors, hallways, stairways, and exit doors. Students shall be instructed in the procedure to be followed if a fire occurs during the lunch period or assembly, provided, however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly.

And

Four lock-down drills each year: two must be completed between September 1 and December 31 each school year. One Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

The purpose of drills is to practice staff and student actions during an emergency. Procedures must ensure that all drills: are conducted in a trauma-informed, developmentally, and age-appropriate manner and may not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. At the time that at the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill, except in the case of an evacuation drill (prompted by the fire alarm). Drills may only occur after annual training in emergency procedures has been provided to students and staff. Drills shall be completed on different dates, days of the week, and during different times of the school day.

Parents or persons in parental relations shall be given advance notice of each drill being conducted within one week preceding any such drill.

Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

The administration of all BOCES office buildings, not designated as school buildings, will conduct at least one fire drill per year.

After-School Programs

The building principal or his/her designee shall require those in charge of after-school programs, attended by any individuals unfamiliar with the school building, to announce at the beginning of such programs the procedures to be followed in the event of an emergency.

Bomb Threats for BOCES Operated Facilities

School Bomb Threats

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax. The school has an obligation and responsibility to ensure the safety and protection of the students and other occupants upon the receipt of any bomb threat. This obligation must take precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat- location, if any; time of detonation; etc. If the bomb threat is targeted at the school parking lot or the front of the school, building evacuation may not be an appropriate response. If the bomb threat indicates that a bomb is in the school, then building evacuation is necessary unless the building has been previously inspected and secured in accordance with State Education Department Guidelines and as incorporated in the School Emergency Management Plan and administrative regulations.

The decision to evacuate a building or to take shelter is dependent upon information about where the bomb is placed and how much time there is to reach a place of safety. Prudent action dictates that students and other occupants be moved from a place of danger to a place of safety.

Routes of egress and evacuation or sheltering areas must be thoroughly searched for suspicious objects before ordering an evacuation. Failure to properly search evacuation routes before an evacuation takes place can expose students and staff to more danger than remaining in place until the search has taken place.

Assistance is available from local police agencies and the New York State Police to train staff to check evacuation routes.

Police Notification and Investigation

A bomb threat to a school is a criminal act, which is within the domain and responsibility of law enforcement officials. Appropriate State, county, and/or local law enforcement agencies must be notified of any bomb threat as soon as possible after the receipt of the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

Therefore, the building administrator or designee is to notify local law enforcement officials and follow established procedures to move all occupants out of harm's way.

Implementation

The Board of Education directs the District Superintendent or his/her designee to develop administrative regulations to implement the terms of this policy. Additionally, such regulations are to be incorporated in the Building Level Emergency Response Plan, with provisions for written notification by October 1 of each school year to all students and staff

about emergency procedures, an annual emergency drill, and the annual updating of the BOCES Emergency Management Plan as mandated pursuant to law and/or regulation.

P7112 DISASTER PLANNING AND CIVIL PREPAREDNESS

The Board of Education directs the District Superintendent to maintain updated plans and operating procedures to be followed in the event of natural or human caused disasters or civil disturbances/outside threats. Students and staff shall be provided instruction to respond effectively in emergency situations

ELECTRONIC ADMISSIONS

Staff that is responsible for electronic admission via Raptor system to allow visitors into our student occupied sites need to ask for their name and the purpose of their visit. If the visitor refuses to provide you with this information, do not allow him or her into the building and contact your supervisor. When multiple visitors arrive at the same time remind them all they need to be logged in. You will need to speak loudly enough so that you can be heard.

Student Occupied Buildings: (Special Education Campus follow their Host District procedures)

1. Ask for a government issued identification,
2. Scan the ID via Raptor system to produce a visitor badge with their picture on it,
3. Return their government issued identification,
4. Contact the program staff to verify their appointment,
5. Exceptions: The main door can be open during student loading and unloading with staff supervision.

Non-Student Occupied Buildings:

1. Allow visitors to enter via electronic entry. Direct visitors to sign in.

All Campuses:

If they walk past you without stopping, you need to call out to them reminding them to do so. If they do not return then note what they look like, what direction they were headed, and then contact your supervisor/administration. (Either by radio, page, or cell phone) If you perceive an immediate threat - initiate a lockdown and call 911; employ available communication strategies.

Notify Administration and School Resource Office (if applicable) of the circumstance.

Lockdown in one building means secure lockout in all other buildings on the campus.

Appendix B

LOCKDOWN QUESTIONS AND ANSWERS

Reference Pg 13 (NY State Emergency Response Terms)

Q: Is all staff authorized to call an Emergency Lockdown?

A: Yes, if you perceive an imminent threat of violence in or around your building

Q: What types of lockdowns are there?

A: There is only one “Lockdown”

Q: Should we pull the blinds or shut the lights?

A: Leave blinds and lights as they are

Q: Should we silence our cell phone?

A: . Keep everyone quiet and silence cell phones.

Q: What about public access or police access to the building?

A: In the case of an actual emergency law enforcement will secure access to the building until it's deemed safe to return. Law enforcement has complete access to all of our buildings.

Visitors outside the building will be moved safely away by the law enforcement. In the case of a drill , access to the public will be restored as soon as possible.

Q: What about groups using the conference rooms?

A: It is the responsibility of the BOCES staff member who scheduled the event to provide the emergency procedures to groups reserving our facility.

Q: What if you are using the washrooms or are away from your office at the time of an actual emergency?

A: Join the office or suite nearest you if you can do so in a safe manner or remain where you are, lock the door and stay out of sight.

Q: What if the fire alarm goes off during the drill or actual emergency?

A: Do not respond to P.A announcements or fire alarm.

Appendix C

COMMUNICATIONS INFORMATION

EMERGENCY CONTACTS

TITLE	PHONE NUMBER	COUNTY SPECIFIC
FBI	(585) 546-2220	
US Department of Homeland Security	(585) 263-6731	
NYS Division of Homeland Security & Emergency Services	(518) 242-5000	
NYS Police- TROOP E School & Community Outreach Coordinator	(585) 398-4129/4100	
NYS Department of Environmental Conservation - Spill Hotline	1-(800) 457-7362	
Rochester Gas & Electric	(585) 546-1100	
NYS Gas & Electric	1-(800) 342-9871	
Red Cross	(585) 241-4400	
Poison Control	1-800-222-1222	
Ontario County Sheriffs	(585) 394-4560	Ontario County
Ontario County Emergency Management	(585) 396-4310	Ontario County
Ontario County Public Health	(585) 396-4343	Ontario County
Wayne County Sheriffs	(585) 946-9711	Wayne County
Wayne County Emergency Management	(315) 946-5663	Wayne County
Wayne County Public Health	(315) 946-5749	Wayne County
Newark Police Department	(315) 331-3701	Wayne County
Newark Fire Department	(315) 331-1451	Wayne County

Communications

Alyssa's Law (S.7132B/A.10018), requiring schools to consider the use of silent panic alarm systems when conducting review and development of their school safety plans.

TAP APP is an **Emergency Response Incident management and Multi-Agency Interoperability Interface**. School personnel are given access to alert/panic alarm “Interface” which will be installed on all staff’s district owned devices. School staff and first responders will have the ability to initiate and/or receive notifications that an event has been initiated. Lockdown initiated via TAP APP will automatically integrate with 911 and the event displays immediately on the TAP APP dashboard. This interface is used by

staff and emergency responder organizations during an event to quickly find information about a site location. The interface provides access to hundreds of data elements including tactical pre-plans, satellite and geospatial imagery, interior and exterior photos, floor plans, staging areas, hazardous materials, utility shut offs, and evacuation routes. Staff are instructed to call 911 first for a medical emergency which can be placed by utilizing the Tap App. The Public Address system will serve as a secondary method of communication in the event of an emergency with guidance from the Regional Support Center. If outgoing communication is essential, in terms of guidance or as soon as the ERT is activated and incident management has moved into an operational phase, then communications support moves from phone coordination to textual communication which is interactive and can immediately serve as written documentation. At this point, a determination is made as to what broader audience, if any, shall receive written communication. An online chat room may be established or “reactivated” specifically to support incident information exchange and management.

A Listserv may also be established as determined by the ERT. All participants will be alerted by telephone when the primary communications modality will transition from voice to text format. Depending upon the specific incident, there also may be a mix of primary communication modes. For example, if electricity is out at the incident sight or the students/staff must evacuate to another location then multiple means will operate simultaneously. In this example there would be voice communication between the site and the ERT and text communication from the ERT to all other groups and interested parties, such as component districts, Board of Education, etc.

Appendix D

SCHOOL BUILDINGS COVERED BY DISTRICT-WIDE SCHOOL SAFETY PLAN

- Finger Lakes Secondary School
- Finger Lakes Elementary School (satellite program)
- Bloomfield Elementary School (satellite program)
- Finger Lakes Technical and Career Center
- Midlakes Education Center
- Newark Education Center
- Pathways Technology Early College High School/Career Creations
- Red Jacket Education Center
- Wayne Education Center
- Wayne Technical and Career Center

Note: All satellite programs must also adhere to district developed plans. For FLES this would be the Marcus-Whitman school district. For Bloomfield Elementary, this would be the Bloomfield school district.

Appendix E

USE OF SAFETY AND SECURITY COORDINATOR and/or SCHOOL RESOURCE OFFICERS

Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan.

Copies of MOU for Wayne County are available upon request of the BOCES BOE Clerk.
Copies of MOU for Ontario County are available upon request to the BOCES BOE Clerk.