ROCKLAND BOCES

DISTRICT-WIDE

SCHOOL SAFETY PLAN

[2025-2026]

ROCKLAND BOCES
ROOTED IN THE COMMUNITY

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INTRODUCTION

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

The purpose of the school Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Using this suggested planning format assists schools in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practice to improve outcomes following emergency situations.
https://www.nysed.gov/sites/default/files/programs/student-support-services/8-nycrr-section-155-17.pdf

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

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

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

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

- Shelter-In-Place/Shelter
- Hold-In-Place/Hold
- Evacuate
- Secure Lockout
- Lockdown

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

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

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

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

SUMMARY OF LAWS

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

155.17 (b) Development of school safety plans. Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York Shall adopt by July 1, 2001, and shall update by July 1st of each succeeding year, a district wide school safety plan and Building-Level school safety plans regarding crisis intervention and emergency response and management. 155.17 (e)(2) School Emergency Response Plan. A school emergency response plan shall be developed by the building-level school safety team and shall include the following elements:

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

155.17 (e)(3) A copy of each Building-Level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.155.17 (j) Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness officials, conduct one test of its emergency plan or its emergency response procedures under each of its Building-Level school safety plans, including sheltering or early dismissal.

THE BASIC PLAN

Introductory Material

Plan Development and Maintenance

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

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

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

Distribution of the Plan

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

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

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

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

Record of Distribution

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

Plan Review and Updates

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

Revision/Update/Amendment	Name	Date
General Update	Ron Hansen	6-1-2022
General Update	Health and Safety Department	7-1-2022
General Update	Ron Hansen	6-15-2023
General Update	Elizabeth Kendall	7-8-2024
General Update	Michael Fennessey	6-17-2025

Plan Review and Public Comment

Pursuant to Commissioner's Regulation 155.17 (e)(3), the Rockland BOCES district-wide school safety plan will be reviewed annually and then made available for public comment at least 30 days prior to its adoption. The plan must be adopted by the Rockland BOCES Board of Education prior to September 1st and posted on the district website.

Purpose and Situation Overview

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

Sites of Potential Emergencies include:

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

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

The table on the following page provides a list of potential threats that schools will consider when conducting a threat/hazard assessment.

Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards:	• Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards:	• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, and meningitis • Contaminated food outbreaks, including *Salmonella*, botulism, and *E. coli* • Toxic materials present in school laboratories
Adversarial, Incidental,and Human-caused Threats:	• Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide

Planning Assumptions and Limitations

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

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.

- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.

- A single site incident could occur at any time without warning and the employees of the school affected cannot and will not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.

- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.

- Actions taken before an incident can stop or reduce incident-related losses.

- Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

Concept of Operations

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

Implementation of the Incident Command System (ICS)

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

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

Organization and Assignment of Responsibilities

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

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles will be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Chief Emergency Officer

The designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:

- Coordination of the communication between school staff, law enforcement, and other first responders;
- Lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
- Ensure staff understanding of the district-wide school safety plan;
- Ensure the completion and yearly update of building-level emergency response plans for each school building;
- Assist in the selection of security related technology and development of procedures for the use of such technology;
- Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the district wide school safety plan and building-level emergency response plan(s);
- Ensure the conduct of required evacuation and lock-down drills in a trauma informed, developmentally, and age-appropriate manner that does not include props, actors, simulatioAns, or other tactics intended to mimic a school shooting or other act of violence

or emergency in all district buildings as required by section 807 of the Education Law; and

- Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner;

Principal

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

Responsibilities include:

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

Teachers/Substitute Teacher/Student Teachers

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

Responsibilities include:

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

Teaching Assistants/Teachers Aides

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

Counselors, Social Workers & School Psychologists

Responsibilities include:

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

School Nurse/School Health Professional

Responsibilities include:

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

Custodians/Maintenance Staff

Responsibilities include:

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

Clerical

Responsibilities include:

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

- Execute assignments as directed by the Incident Commander.

Food Service/Cafeteria Workers

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

Bus Drivers & Bus Monitors

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

Security:
- BOCES contracts security guards through a private security company.
- Most security staff is comprised of individuals with a law enforcement background
- Detection of hazards
- Provide escorts when needed
- Assist with emergency response plans and protocols
- Deter and report unlawful activity
- Screen visitors and utilize the Raptor visitor management system.
- Conduct stationary and roving patrols of buildings and grounds.

School Resource Officer (SRO):
- In partnership with the Clarkstown Police Department (CPD), Rockland BOCES has one (1) full time CPD police officer assigned to our main campus (CTEC & Kaplan). Our SRO is a Clarkstown Police Officer that is a certified SRO that has specialized training in policing in school environments.

Information & Technology
- This group is needed to maintain the internet capability including remote learning and working from home.
- Coordinates the inventory, deployment, and support service for districtwide student and staff technology needs.

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander.

Students

Responsibilities include:

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

Parents/Guardians

Responsibilities include:

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

Behavioral Threat Assessment

Each Rockland BOCES’ school/program has a Threat Assessment Team in place. When a threat is referred to the Team, the Team decides whether the threat rises to the level of requiring further investigation. If it does, the Team then investigates the threat, processes the threat with the Thirteen Themes and other key observations, and, if needed, develops and implements a threat management plan. The plan is then monitored and updated when additional information warrants it until the time when the case is closed. **The goal is to reduce the risk of violence and to identify risk and protective factors.** Threat assessment and management is a process designed to gather information on a perceived threat, process that information, and then determine if the initial concern is of concern. The concern is then managed or mitigated with a plan. In addition to the school/program teams, Rockland BOCES has a district-wide Behavioral Threat Assessment Team. The school/program teams report to the district-wide team.

Rockland County Threat Assessment & Management Team (TAM):

On May 18, 2022, Governor Kathy Hochul signed Executive Order No. 18 entitled, "Preventing and Responding to Domestic Terrorism," in response to a domestic terrorist attack in Buffalo that targeted Black Americans. The Executive Order requires every county in New York State to develop and maintain a domestic terrorism prevention plan to identify and confront threats of domestic terrorism and targeted violence. Planning guidance issued by the NYS Division of Homeland Security and Emergency Services (DHSES) – Office of Counter Terrorism (OCT) further recommends the creation of a Threat Assessment and Management (TAM) Team to serve as the focus of implementation of the plan. The Rockland County Domestic Terrorism Prevention Plan has been developed to meet the following objectives: • Provide a concept of operations and identify roles and responsibilities for each appropriate department in Rockland County government specific to preventing domestic terror attacks and targeted violence. • Identify methods and procedures of the Rockland County Threat Assessment and Management (TAM) Team. • Identify methods and procedures for rapid notification of TAM Team members, appropriate departments, agencies, and organizations when a domestic terrorism threat or threat of targeted violence is verified. • Identify actions that can realistically be undertaken and accomplished to mitigate adverse impacts. • Build a community of critical partners to address domestic terrorism threats. • Promote a readiness to act, recognizing that preventing a domestic terror attack or act of targeted violence requires a unified effort in a time-constrained environment. The Rockland County Domestic Terrorism Prevention Plan complies with requirements set forth in the New York State DHSES- OCT (Division of Homeland Security and Emergency Services – Office of Counter Terrorism) document "Domestic Terrorism Prevention Plan Guidance," issued in August 2022.

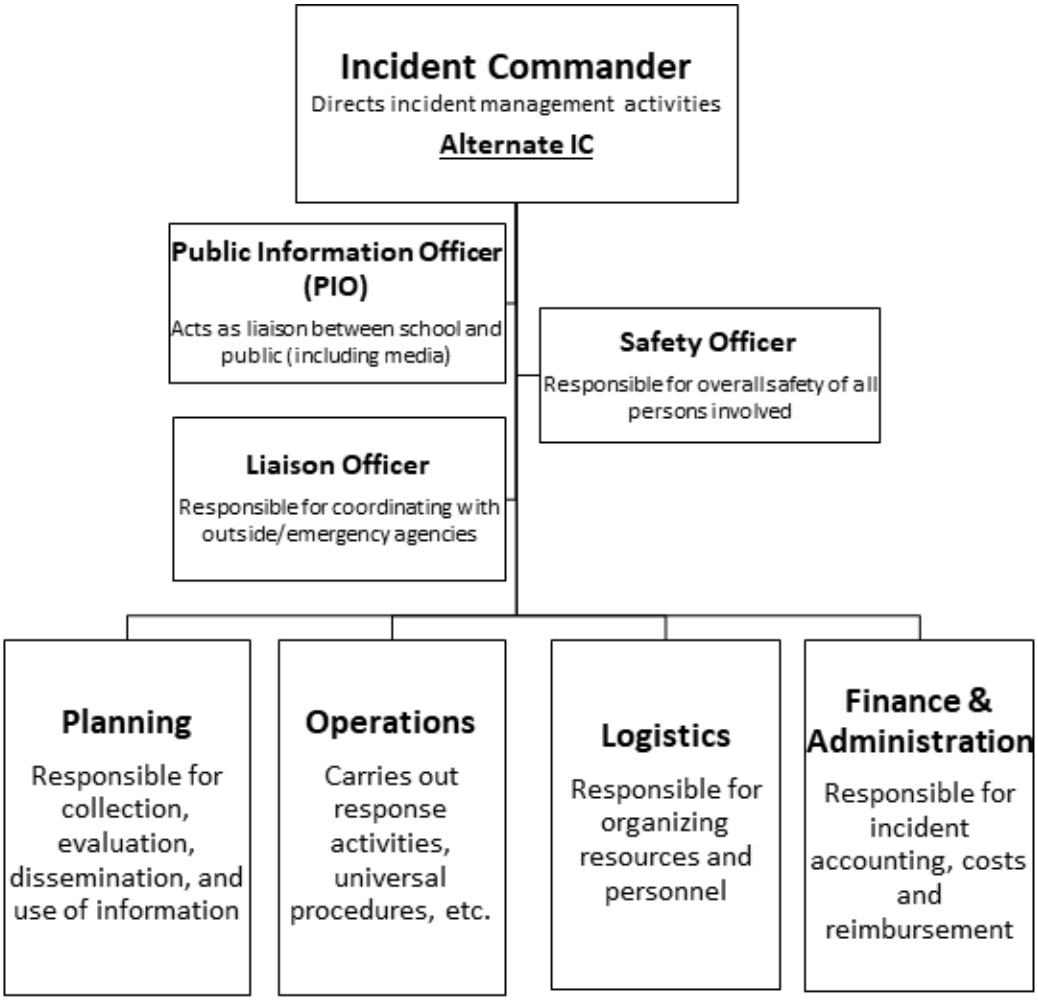
Rockland BOCES participates with the RC TAM Team and has assigned two of its employees to the team. The RC TAM team offers training throughout the year for our staff regarding school safety, workplace violence, and threat assessments.

Direction, Control, and Coordination

School Incident Command System

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

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



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

School Incident Command System (ICS) Roles Defined

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

Incident Command

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

Responsibilities and duties include:

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

Operations Section

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

Responsibilities and duties include:

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

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

Planning Section

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

Responsibilities and duties include:

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

Logistics Section

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

Responsibilities and duties include:

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

Finance/Administration Section

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

Responsibilities and duties include:

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

Coordination with Responders

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

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

Source and Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive. It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency.

Information Collection, Analysis and Dissemination

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

Types of Information

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

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

Information Documentation

The assigned staff member will document the information gathered including:

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

Training and Exercises

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions will occur.

Training

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

- Roles and Responsibilities – Deliver at start of school year

- Incident Command System (ICS) Training – Training will be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhses.ny.gov. Or by contacting your local emergency management agency.
- Annual training
    - Review ERP with staff.
    - Conduct full staff briefings on roles to perform during an emergency.
    - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP.
    - Conduct student briefings on roles they perform during an emergency.
    - Staff receives- annual training for emergency response procedures and protocols. Staff is required to complete this training in accordance with NYS Education Law.
    - Staff receives verbal deescalation training

Drills & Exercises

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

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 16 drills each school year.
- 8 NYCRR Section 155.17 (e)(3)- each Building-Level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).
- NYCRR Section 155.17: (1) Drills and training be concocted in a trauma-informed, developmentally and age appropriate manner; (2) drills and training not include props, actors, simulators,or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and (3) students and staff be informed when a school is conducting a drill. Parental notification is required for drills that practice emergency response procedures detailed in Commissioner's Regulation §155.17, which includes required lockdown, evacuation, and early dismissal drills as well as additional drills your district or school may choose to conduct to practice emergency response procedures detailed the school's shelter-in place, hold-in place, secure lockout and/or reunification procedures. Parental notification is not required for bus drills; however, the district may choose to notify parents for these drills. Drills will be conducted on different days of the week and times of the day.

Table Top Exercises

- Rockland BOCES uses table top exercises as a training resource for staff that may include a discussion based activity in an informal classroom or meeting type setting to discuss their roles during an emergency and their responses to emergency situations.

2020 New York State Fire Code

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

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

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

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

Education Law 807

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

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

Eight of the 12 total drills must be evacuation drills.

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

Four of the 12 total drills must be lockdown drills.

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

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

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

Compliance

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

- 8 NYCRR Section 155.17 (e)(3)- each Building-Level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated "safe areas" within each room. Where possible, the school will seek out opportunities to conduct full-scale response exercises with law enforcement.

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

Administration, Finance and Logistics

Agreements and Contracts

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

Documentation

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

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

Incident Costs

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

Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

District Resources for Emergency:

Our staff and divisions are available to support the BOCES school district, the community, and our component districts when called upon. This includes but is not limited to:

- Mental Health Crisis Counseling
- Transportation
- Fuel
- Food resources
- Health & Safety
- Communications
- Facilities

Authorities and References

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

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command.

- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations.

- Homeland Security Presidential Directive (HSPD) – 5 required the development of the National Incident Management System (NIMS), of which ICS is a critical component.

FUNCTIONAL ANNEXES

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

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

Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended.

- **S**helter-In-Place/Shelter
- **H**old-In-Place/Hold
- **E**vacuate (required per 8 NYCRR Section 155.17 (e)(2)(i))
- **S**ecure Lockout
- **L**ockdown

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

- Crime Scene Management
- Communications

- Medical Emergency and Mental Health

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

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

Shelter-In-Place/Shelter

Purpose

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

Actions

Initiate Shelter-In-Place/Shelter

- **Shelter-In-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed.
  - **YOUR ATTENTION PLEASE.**
  - **THERE IS A SITUATION REQUIRING YOU TO Shelter-In-Place.**
  - **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**

Execute Shelter-In-Place/Shelter

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

- Take your class roster and attendance.
- Upon arrival to alternate site, take attendance of students and adults. Report missing or added students. Remain in place until further notified.

Additional Considerations for Shelter-In- Place/Shelter

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

Procedures for the following will be included:

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

Hold-In-Place/Hold

Purpose

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

Actions

Initiate Hold-In-Place/Hold

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

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

Execute Hold-In-Place/Hold

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

Evacuate

Purpose

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

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

Actions

Initiate Evacuate

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System or bullhorn.

  - **YOUR ATTENTION PLEASE.**
  - **WE NEED TO EVACUATE THE BUILDING.**
  - **STAFF TAKE YOUR CLASS ROSTER.**
  - **STAFF TAKE YOUR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.**
  - **STAFF TAKE ATTENDANCE WHEN SAFE TO DO SO.**

Execute Evacuate

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

- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- Main office staff: Take visitor log and student sign out sheet to evacuation assembly area.

Evacuate – (Off School Grounds)

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

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

Evacuate – Return to Buildings or Grounds

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

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

Secure Lockout

Purpose

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

Actions

Initiate Secure Lockout

- **Secure Lockout** will be announced by intercom, Public Address (P.A.) System, or otherwise.

  - **YOUR ATTENTION PLEASE.**
  - **THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT.**
  - **ALL OUTDOOR ACTIVITIES ARE CANCELLED.**
  - **PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.**

Execute Secure Lockout

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

Lockdown

Purpose

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

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

Actions

Initiate Lockdown

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

LOCKDOWN! - LOCKDOWN! - LOCKDOWN!

Execute Lockdown

- Immediately gather students from hallways into classrooms or offices. This includes common areas and restrooms adjacent to classrooms.
- Lock classroom door(s) and have students take a seated position on the floor next to the wall out of view from the door window. Stay out of sight.
- Cover windows, turn off lights and close blinds, if safe to do so.
- Display red/green cards in exterior windows and document/attend to any injuries as well as possible.
- No one will be allowed to enter or leave a classroom or office under any circumstances. Barricade if necessary.
- Do not answer or communicate through your locked door.
- Do not allow anyone into your secured area.
- Do not answer a classroom telephone.
- Do not respond to a fire alarm unless you can see signs of fire.
- Keep everyone quiet, silence cell phones.
- Do not respond to the intercom, public address system or other announcements.
- Take attendance – include additional people. Note last known location of missing students. Keep this record.
- Lockdown will end ONLY when you are physically released from your room by emergency responders/law enforcement.
- Staff and students located outside at the time of the Lockdown will move away from the building and gather at the predetermined safe area. If you are unaware of the location, leave the property, go to a safe location, and call for assistance. Do not return until the Lockdown is resolved.
- If you are in an open area, move to a room capable of Lockdown, or escape safely if possible.
- IF VIOLENCE ENTERS YOUR SECURE AREA, TRY TO ESCAPE WITH OTHER OCCUPANTS.
- IF ONE CAN SAFELY ESCAPE WITHOUT LOCKING DOWN, DO SO.
- AS A LAST RESORT, DEFEND YOURSELF IF THERE IS NO SAFER OPTION.

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

Crime Scene Management

Purpose

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

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

Actions

Respond

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

Evaluate

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

Secure

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

Protect

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

Observe

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

Notify

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

Document

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

Communications

Purpose

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

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

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by Scott Salotto, Director of Communications and Governmental Relations/Public Information Officer and located at 65 Parrott Rd. West Nyack, N.Y. 10994.

Types of Communications

Communication between School and Emergency Responders

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Internal Communications

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

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

- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve (keep staff informed to the greatest degree possible). The following methods of communication may be utilized to disseminate information internally when appropriate:

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

Communication between School Officials and Students

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

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

External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Parental notification is required for drills that practice emergency response procedures detailed in Commissioner's Regulation §155.17, which includes required lockdown, evacuation, and early dismissal drills as well as additional drills the district or school may choose to conduct to practice emergency response procedures detailed in the school's shelter-in place, hold-in place, secure lockout

and/or reunification procedures. Parental notification is not required for bus drills; however, the district may choose to notify parents for these drills.

- Before an incident occurs, the school will:
  - Inform parents on how to access alerts and incident information.
  - Inform parents that the school has developed an ERP, its purpose and its objectives. **Detailed response tactics will not be shared if they will impede the safe response to an incident**.
  - Information will be included in "A Parent Guide For School Emergencies" agency publication.
  - Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
  - Disseminate information K-12 text messages, robocalls, e-mails, social media posts and radio/TV where appropriate to inform parents about what is known to have happened.
  - Implement a plan to manage phone calls and parents who arrive at the school.
  - Describe how the school and school district are handling the situation.
  - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
  - Inform parents and students when and where school will resume.
- Communicating potentially violent incidents to parents.
- Rockland BOCES currently utilizes the FinalSite (formerly Blackboard) mass notification system, which provides parent and staff notification services through phone calls, voice messages, emails, text alerts and social media alerts. This system can be used at any time for emergency or informational purposes. All families with students enrolled in a Rockland BOCES program are included in the FinalSite notification system. Additionally, emergency information is also posted directly to the agency's official homepage: rocklandboces.org.
- After an incident, school Administrators will schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.

Communication with the Media

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort with Scott Salotto.

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

Medical and Mental Health Emergency Annex

Purpose

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

Actions

Medical Emergency

Responsible Party		Action
Employee	1	Notify the nurse and building administrator of the situation.
	2	Keep injured individuals calm by talking to them.
	3	If injury occurs off-site, contact 911.
Administrator	1	If necessary, the building Administrator or school nurse will summon emergency medical assistance by phoning 911.
	2	If necessary, announce a “Hold-In-Place” to keep students and staff out of hallways away from the scene.
	3	In the case of injury during an emergency, the building Administrator/designee shall have made available to all faculty members and non-instructional staff the names of persons who are currently trained and certified in the provision of first aid, CPR and/or AED.
	4	The school nurse or building Administrator will notify parents/guardians, spouse or other designated emergency contact person(s).
	5	The building principal will notify the Superintendent and alert the other school buildings, if necessary.
	6	The school nurse or building Administrator will terminate the medical emergency when appropriate actions have been taken to resolve the medical emergency.
	7	The school nurse or building Administrator shall complete an Incident/Injury form.

Superintendent/COO	1 2 3	Notify all other building Administrators and Supervisors, if necessary. Notify State Officials, if necessary. Determine need for communication to parents/guardians, staff and media.

Mental Health

Responsible Party		Action
Employee	1 2 3 4	Notify the building Administrator of the situation. Keep talking to the person. Appeal to the person's emotions and reassure them that there is help available. Stall for time until additional help arrives. If a weapon is involved, exercise extreme caution and do not jeopardize your own safety.
Administrator	1 2 3 4 5 6 7	Review level of threat posed by suicide threat. If necessary, call the police. Contact the Superintendent. Follow police instructions for handling suicide threat if appropriate. Consider evacuation of students and isolating the impacted area. If evacuating, take an emergency management kit. Consult with police to resume normal duties.
Superintendent/COO	1 2 3	Notify all other building Administrators and Supervisors. Notify State Officials, if necessary. Determine need for communication to parents/guardians, staff and media.

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

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

Cardiac Emergency Response Annex

All staff know where Automatic External Defibrillators (AEDs) are located and how to call for help. AED cases should contain supplies for first responders including gloves, CPR barrier device, and scissors. Staff outside or off school property should always carry communication devices and emergency contact information for assistance.

Warning signs or signs of a Sudden Cardiac Arrest (SCA) or similar life-threatening emergency:

- Racing heart, palpitations, or irregular heartbeat
- Dizziness, lightheadedness, or extreme fatigue with exercise
- Chest pain or discomfort with exercise
- Excessive shortness of breath during exercise
- Excessive unexpected fatigue during or after exercise
- History of recurrent fainting or unusual seizures
- Sudden collapse or “passes out”
- Not responsive
- Abnormal breathing
- No pulse

Steps to take in school building, on school grounds, or at athletic events

1. Ensure scene safety

- Survey the area to protect victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, cease athletic play, move bystanders from area etc.)

2. Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with district policy and obtain Automatic External Defibrillator (AED)

- Follow 911 emergency dispatcher’s instructions.
- Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) school personnel and notify administration or designee*.
- Activate the building Cardiac Response Team
- Call a Hold in Place (If necessary).

3. CPR by CPR/AED certified school personnel

- Check for breathing- if none or person gasping begin CPR immediately. Follow the guidelines and training from the Agency that certified you in CPR/AED (American Heart Association, Red Cross, etc.).

4. **Defibrillation by CPR/AED certified school personnel**
   - Use an AED to restore the heart to its normal rhythm. Follow the guidelines and training from the Agency that certified you in CPR/AED (American Heart Association, Red Cross, etc.).
5. **EMS assumes lead upon arrival.**
   - If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.
   - Be prepared to download the school's AED data onto flash drive to provide to EMS to give to the emergency department's physician.
6. **School administration or designee notifies**
   - Parent/guardian or staff member's emergency contact in accordance with district policy.
7. **Document**
   - In accordance with district policy, document event including observations, all steps taken and by whom, who was notified, and information reported to EMS.
8. **Hold a post event debriefing**

***Emergency contact numbers for obtaining help:**

Number to call for help in school building **911, Building Nurse, Security, Main Office**

Number to call for help on school grounds

Number to call to notify if SCA occurs at offsite location

Secondary contact number if primary not available

CPR/AED Certified School Personnel

Staff Name	Title	Telephone Number	Location	Availability
Building Level Nurse	**Nurse**			**Before School** **After School** ✔ **School Day** **Athletic Events** **School Events** **Other**

Building Security	**Security**			**Before School** **After School** **✔ School Day** **Athletic Events** **School Events** **Other**
Volunteer Building Staff	**Staff**			**Before School** **After School** **✔ School Day** **Athletic Events** **School Events** **Other**
Volunteer Building Staff	**Staff**			**Before School** **After School** **✔ School Day** **Athletic Events** **School Events** **Other**

Automated External Defibrillator (AED) Locations

Note: All AEDs are clearly labeled and stored in appropriate storage containers, cabinets, or go bags/cases.

Rockland BOCES has a total of 31 AEDs located throughout our campuses.

AED Locations[1]**:** See AED location specific list on next page.

[1] AED locations should be noted on building level emergency response plan required school building map in accordance with Commissioner's regulation 155.17(c)(2)(iii).

Rockland BOCES AED Locations

BUILDING 1 - 2 UNITS
BLDG 1 Animal Science
BLDG 1 Automotive Entrance Hallway

BUILDING 2 - 1 UNIT
BLDG 2 Construction Carpentry Entrance

BUILDING 3 - 2 UNITS
BLDG 3 CTEC Main Office
BLDG 3 CTEC 2nd Floor Across from Nurses' Office

BUILDING 4 - 3 UNITS
BLDG 4 Health and Safety Top Floor BLDG 4 Front Entrance
BLDG 4 Basement by Server Room

BUILDING 5 - 1 UNIT
BLDG 5 Transportation Main Entrance

BUILDING 6 - 1 UNIT
BLDG 6 Main Entrance Hallway between Rooms 107 and 108

BUILDING 7 - 1 UNIT
BLDG 7 Main Entrance

BUILDING 8 - 1 UNIT
BLDG 8 Facilities Outside Main Entrance

BUILDING 9 - KAPLAN - 6 UNITS
BLDG 9 KAPLAN Front Door
BLDG 9 KAPLAN Rear Hallway near Playground BLDG 9 KAPLAN Rear Hallway Outside Pool
BLDG 9 KAPLAN Nurses' Office
BLDG 9 KAPLAN by Locker Rooms BLDG 9 KAPLAN A Wing near Room 113

BUILDING 10 - 2 UNITS
BUILDING 10 CTEC Classroom BUILDING 10 Conference Center Hallway

BUILDING 12 - 1 UNIT
BLDG 12 Main Entrance
OUTDOOR TOWER by BLDG 2 BERC - 5 UNITS
BERC Adult Ed Near Main Entrance RIVERVIEW Main Entrance RIVERVIEW Near Main Entrance BERC Unit 1 DOL Hallway Lower Level BERC Unit 2 DOL Hallway Lower Level

MOUNTAINSIDE - 2 UNITS
MOUNTAINSIDE Principal's Office MOUNTAINSIDE 3rd Floor Hallway

LUMINA - 1 UNIT
Main Entrance Wall

TAPPAN ZEE ELEMENTARY - 1 UNIT
Main Entrance Hallway Outside Gym/Cafeteria

Rockland BOCES is in compliance with Education Law § 2801-a(2)(N) as per the following:

- Education Law § 917 and Commissioner's regulation §136.4 which requires that schools have sufficient AEDs to ensure ready and appropriate access for use during emergencies and at least one staff member who is trained in Cardiopulmonary Resuscitation (CPR) and the use of AEDs pursuant Public Health Law §3000-b(3)(a) at school instructional facilities, including school-sponsored or school- approved curricular or extracurricular events or activities.
- Amendment to First Aid Knowledge and Skills Requirements for Coaches which requires school athletic coaches to be certified in CPR/AED and basic first aid by a nationally recognized organization as defined in Public Health Law § 3000-b.
- Public Health Law (PHL) § 3000-b which requires that public schools be public access providers and comply with all requirements as such, including:
- A collaborative agreement with an emergency health care provider is in place which includes written practice protocols, policies, and procedures.

- Training in CPR/AED by a nationally approved organization or the state emergency medical services council. Rockland BOCES trains and certifies designated staff under American Heart Association (AHA) standards
- Appropriate maintenance and testing of AEDs according to applicable standards of the manufacturer and any appropriate government agency is in place.
- Signage is posted at the main entrance to school buildings indicating the locations of the AEDs. Every classroom has an emergency folder which includes the locations of AEDs in their building and a signs and symptoms of sudden cardiac arrest poster.
- Notification is provided to the EMS Regional Council of the location and types of AEDs
- Reporting of every AED use to the local EMS, EMS Regional Council, the AED manufacturer and the emergency health care provider.
- The Dominic Murray Sudden Cardiac Arrest Prevention Act requires schools to immediately remove from physical or athletic activities any student with signs and symptoms of a sudden cardiac arrest (SCA) and requires schools to instruct students, parents, and staff in the signs and symptoms of sudden cardiac arrest. A signs and symptoms of sudden cardiac arrest poster is in every classroom and is sent home to parents.

Rockland BOCES complies with the Desha's Law training component as per the following:

- Team members will receive training annually
- AED/CPR Certification will be completed every two years as per American Heart Association Standards
- Students will receive annual training on the signs and symptoms of sudden cardiac arrest (SCA) along with the locations of AEDs in their building.

Below is a list of the Rockland BOCES campuses along with the number of cardiac response team members assigned to each building.

Building/Campus	Cardiac Response Team Members
Mountainside	4
PTEC/CABAS	10
Riverview/BERC	7
CTEC/Main Campus	18
Kaplan	5
Lumina	3

Accounting for All Persons

Purpose

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

Actions

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

Reunification

Purpose

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

Actions

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

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

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

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).

- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.
- Designating a Reunification Coordinator.
- Activating Annex(es) appropriate to respond to the situation.
- Designating a holding area for arriving students and staff away from waiting family members.
- Designating an adult report area for parents/guardians to sign-in and to check identification.
- Establishing a student release area. Students will be escorted to meet their parent/guardian and sign out.
- Establishing a mental health area and direct staff to escort the parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee, will coordinate this activity with emergency response personnel.
- Staging the media area away from the reunification site and notify the PIO of the location.
- Keeping evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Releasing students to authorized persons after checking proof of identity and signing a student release form.
- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the Special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Following the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

Continuity of Operations Plan (COOP)

Purpose

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

Actions

Principal/Superintendent/COO	● Determine when to close schools, and/or send students/staff to alternate locations. ● Disseminate information internally to students and staff. ● Communicate with parents/guardians, media, and the larger school community. ● Identify a line of succession, including who is responsible for restoring business functions for school.
Principal/Assistant Principal/Directors	● Ensure systems are in place for rapid contract execution after an incident. ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering students (out of district or into alternative schools). ● Brief and train staff regarding their additional responsibilities. ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). ● Reevaluate the curriculum.
Chief Emergency Officer (C.E.O.)	● coordination of the communication between school staff, law enforcement, and other first responders ● lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans
Custodians/Maintenance Personnel/School Architect and New York State Department of Education	● Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ● Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping).

	• Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. • Secure classroom equipment, books, and materials.
School Secretary/Office Staff	• Maintain inventory. • Maintain essential records (and copies of records) including the school's insurance policy. • Ensure redundancy of records (records are kept at a different physical location). • Restore administrative and record-keeping functions such as payroll, accounting and personnel records. • Retrieve, collect, and maintain personnel data. • Provide account payable and cash management services.
Counselors, Social Workers, and School Nurses	• Establish academic and support services for students and staff/faculty. • Implement additional response and recovery activities according to established protocols.
Food Service/Cafeteria/ Bus Drivers/Bus Monitors and Transportation Supervisor	• Determine how transportation and food services will resume.
Security	Safety and security of campus grounds, buildings, staff, and students.

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

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

Appendix 1- Emergency Remote Instruction Plan

District-wide School Safety Plan (DWSSP)

Required for the 2024-2025 School Year

Appendix 1: Emergency Remote Instruction Plan

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education relating to remote instruction and its delivery under emergency conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education relating to remote instruction and its delivery under emergency conditions and length of school day for approved school-age and preschool programs serving students with disabilities

INTRODUCTION

Rockland BOCES developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: Attendance; Instructional Materials; Technology Acceptable Use; Internet Safety Regulations; Use of Chromebook Computers; Student Use of Computerized Information Resources; Internet and School Network Ethics; Computer, Internet, and Email Use, Guidelines and Procedures; Student/Parent Chromebook Agreement; Emergency Closings; Code of Conduct and Student Wellness.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with Rockland BOCES's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's Regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. The Emergency Remote Instruction Plan must include the methods that Rockland BOCES will ensure the availability of: devices; internet access;

provision of special education and related services for students with disabilities; and the expectations for time spent in different remote modalities.

To fulfill the requirement of the plan to report data on student digital access in places of residence, each chief executive officer of each educational agency located within a public school district reports information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board of Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as

> "*instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.*"

For the purpose of this plan, remote instruction means instruction occurring when the student(s) and the instructor(s) are in different locations due to the closure of one or more of a district's school buildings due to emergency conditions as determined by the Superintendent of Schools or their designee. Emergency conditions include, **but are not limited to**, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

Rockland BOCES shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in BOCES provides information on internet access and computer accessibility. Digital Resources data information is stored and available in Google Drive. When students do not have internet access, Rockland BOCES works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. Rockland BOCES works with the community to provide locations where internet access could be used if they are able to use these locations a hotspot, if accessible, may be provided.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires Rockland BOCES to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

ROCKLAND BOCES' EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies: Attendance; Instructional Materials; Technology Acceptable Use; Internet Safety Regulations; Use of Chromebook Computers; Emergency Closings; Code of Conduct and Student Wellness.
INTERNET AND DIGITAL DEVICE ACCESS	Rockland BOCES provides all students in grades K-12 access to a personal computing device, Chromebook, laptop and/or Ipad. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. Rockland BOCES participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.
PEDAGOGY	All teachers in grades K-12 will use a designated platform, such as Google, as their primary instructional platform. Several BOCES provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach **may include a combination of:** **Synchronous "Live" Instruction** - Using Zoom, Webex or Google Meet along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model. ***Teachers will make personal connections with all students during scheduled class times via Zoom, Webex or Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.***

	Asynchronous "Flipped" Instruction - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson. **Authentic Independent Instruction** - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.
STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations. • All students are expected to practice appropriate digital etiquette and responsible behavior during synchronous virtual class sessions. • Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... • Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. If there are any circumstances preventing full and appropriate participation, the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
DAILY SCHEDULE	The virtual day will follow a schedule that is appropriate to the program. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. Please find Rockland BOCES' individual program schedules, progress monitoring plan and related service plan here.
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	Rockland BOCES is required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. It

	is recognized that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

Rockland BOCES shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that Rockland BOCES was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, Rockland BOCES's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

Appendix 2 - Protocol for a State Disaster Involving a Communicable Disease

Introduction

This plan has been developed in accordance with New York State Labor Law Section 27-c and New York State Education Law Section 2801-a.

This plan has been developed with the input of BOCES Administrative and Supervisory Association (BASA), Civil Service Employees Association (CSEA), and BOCES Staff Association (BSA), as required by the New York State Labor Law.

PURPOSE, SCOPE, AND PLANNING

Purpose

This plan has been developed in accordance with the New York State Labor Law Section 27-c and New York State Education Law Section 2801-a. These laws were amended by Chapter 168 of the Laws of 2020 signed by the Governor of New York State on September 7, 2020, requiring public employers to adopt a plan for operations in the event of a declared Public Health Emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to Rockland BOCES. This plan is pertinent to a declared Public Health Emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current COVID-19 pandemic but may also be applicable to other infectious disease outbreaks.

The following assumptions have been made in the development of this plan:

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

- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the Public Health Emergency, as well as guidance and direction from public health officials and the Governor.
- Labor Law Section 27-c defines 'essential employee' as a public employee or contractor that is required to be physically present at a work site to perform his/her job.
- Labor Law Section 27-c defines 'non-essential employee' as a public employee or contractor that is not required to be physically present at a work site to perform his/her job.

CONCEPT OF OPERATIONS

The District Superintendent/CEO and the Chief Operating Officer/Deputy District Superintendent of Rockland BOCES, or designee, hold the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the District Superintendent/CEO and the Chief Operating Officer/Deputy District Superintendent.

Upon the determination of implementing this plan, all employees and contractors of Rockland BOCES shall be notified by official announcement (email, mail, website, or phone) with details provided as possible and necessary, with additional information and updates provided on a regular basis. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. Rockland BOCES Communications Department will maintain communications with the public and constituents as needed throughout the implementation of this plan.

District Superintendent/CEO and the Chief Operating Officer/Deputy District Superintendent of Rockland BOCES, or designee, will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the Public Health Emergency, the District Superintendent/CEO and the Chief Operating Officer/Deputy District Superintendent of Rockland BOCES, or designee, will direct the resumption of normal operations or operations with modifications as necessary.

Essential Positions

Rockland BOCES does not have staff who are considered essential. However, there are a number of positions that are necessary to assist in the response to a pandemic or communicable disease outbreak. Positions necessary for Rockland BOCES' operations during a state-ordered reduction of in-person workforce include:

Title	Justification
District Superintendent/CEO	Co-Individual in charge of operation, sets objectives and priorities and has overall oversight of the Pandemic Response Planning.
Chief Operating Officer/Deputy District Superintendent	Co-Individual in charge of operation, sets objectives and priorities and has overall oversight of the Pandemic Response Planning.
Coordinator of Safety and Security Schools	Individual in charge of health, safety and security. This individual is the BOCES Chief Emergency Officer, a liaison to the Rockland County Threat Assessment Team, and a member of the district-wide Behavioral Threat Assessment Team.
Assistant Superintendent for Student Services	Conducts Student Services operations to carry out the plan and directs all related resources. Oversees Behavioral Threat Assessment Team.
Executive Director of CTEC	Conducts Career and Technical Education, Hudson Valley P-TEC, and Practical Nursing operations to carry out the plan and directs all related resources.
Director of Adult Education	Conducts Adult Education operations to carry out the plan and directs all related resources.
Assistant Superintendent of Business and Operations/ Pandemic Safety Officer	Conducts tactical operations to carry out the plan and directs all resources. Responsibilities include continuous compliance that allows for operational issues to be resolved.
Assistant Superintendent of Human Resources	Conducts Human Resources operations to carry out the plan and directs all related resources.
Facilities Manager	Provides coordination of custodial and maintenance staff to meet Pandemic Response Plan needs. This person is also the District's Chemical Hygene Officer.
Custodial/Maintenance Staff	This group is needed to maintain the cleanliness and continue functioning of the buildings and grounds.
Director of Communications & Governmental Relations	Point of contact for the media and other organizations seeking information. Liaison to Rockland County Threat Assessment Team.
Rockland BOCES' Medical Director	Provides medical support to assist with testing requirements, reporting and coordination with the Department of Health and Rockland BOCES.

Director of Business	Provides support for purchasing, budget management, and payroll.
Business Office Staff	Accounting, payroll, purchasing where necessary to ensure the continued operations of Rockland BOCES.
Director of Transportation	Coordinates all transportation planning necessary to carry out the plan.
Bus Drivers/Bus Monitors	Transports students in the event they are attending in person instruction and assists with food and/or technology distribution to students.
Food Services	Prepares and distributes meals to students. Necessary to coordinate food services during school closure.
Information & Technology	This division maintains the internet including remote learning and working from home, all district software , hardware, servers, cybersecurity and communications.
Security	Safety and security of campus grounds, buildings, staff, and students.

REDUCING RISK THROUGH REMOTE WORK AND STAGGERED SHIFTS

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

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely.
2. Approval and assignment of remote work.
3. Equipping staff for remote work, which may include:
    a. Internet capability
    b. Essential Positions have access to Virtual Private Network (VPN) and/or secure network drives
    c. Most have access to software and databases necessary to perform their duties

d. A solution for telephone communications
    i. Note that phone lines may need to be forwarded to off-site staff.

Access to technology is essential for the successful roll-out of this plan. Rockland BOCES' Technology Team has created a plan which ensures equitable access to technology for staff and students and to support multiple modalities of instruction and learning. This will be accomplished through providing one-to-one technology access for students, digital content and platforms for instruction, and remote support for staff, students, and families.

In order to accomplish this, Rockland BOCES will ensure that its Technology Team is supported in its efforts to adhere to the *health and safety guidance* as established by the Center for Disease Control (CDC), the New York State Department of Health (NYSDOH) and the Rockland County Department of Health (RCDOH). For the health and safety of Rockland BOCES staff and students, one-to-one devices can be provided to the greatest extent possible. Additionally, Rockland BOCES' Technology Team will work with Administration to review and address any distance learning regulatory concerns and compliance issues, Family Educational Rights Privacy Act (FERPA/Health Insurance Accountability Portability Act (HIPAA), staff and student privacy, NYS ED Law 2D, and other concerns related to virtual learning environments.

The procurement of needed hardware, software, licenses, and learning platforms to improve virtual instruction will be based upon curricular needs in conjunction with Rockland BOCES policies and NYS State mandates. An agency-wide standard has been developed for the use of web-based teaching platforms to ensure compliance with NYS ED Law 2D and appropriate filtering programs such as GoGuardian or Lightspeed Relay have been installed. A deployment plan for needed technology that includes distributing and collecting devices, student and parent training (where needed), and information on *acceptable use policy* implementation has also been developed with assistive technology and training where appropriate and needed in accordance with students' IEPs. Access to technology support and technical assistance has been expanded to include staff, students, and families.

Professional development is and will continue to be provided in collaboration with the Rockland BOCES' Professional Development Center for effective virtual and hybrid instruction that may include using web-based tools to provide distance learning accessibility, navigation of software platforms, etc.; student engagement; requirement for information privacy and security, and NYS ED Law 2D.

Rockland BOCES' communication plan for students, parents/guardians, staff, and visitors includes applicable instructions, training, signage, and communication strategies to ensure that stakeholders are provided with up-to-date information. Means of communication used by Rockland BOCES includes our website and official social media, and a phone and text alert system.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, Rockland BOCES will ensure that

employees are provided with their typical or contracted minimum work hours per week as much as efficiently and fiduciarily possible. Staggering shifts may require:

1. Identification of positions for which work hours will be staggered.
2. Approval and assignment of changed work hours or staggered assigned days of work.
3. Creating teams of staff who will be assigned to only one location in order to limit contact with other employees.

Each department/office supervisor will ensure that schedules and physical space are conducive to necessary in-person work and will stagger work shifts of essential employees and contractors to reduce overcrowding at the worksite. Rockland BOCES will ensure that all employees practice social distancing and wearing face masks at all times. Rockland BOCES encourages the use of Zoom and/or Google Meet whenever possible for meetings to reduce the density of in-person gatherings.

PERSONAL PROTECTIVE EQUIPMENT

Rockland BOCES will, to the best of its ability, ensure there is an adequate supply of personal protective equipment (PPE) to reduce the spread of infectious disease to support the health and safety of our employees and contractors. PPE that may be needed will include:

- Masks
- Face shields
- Gloves
- Disposable gowns and aprons

Protocols for Providing PPE include:

- Rockland BOCES has increased purchasing of PPE as well as disinfecting wipes and cleaning supplies. These products will be purchased in bulk where available.
    - Utilizing emergency procurement procedures if necessary.
    - Cleaning supplies will adhere to CDC and NYSDOH recommendations.
        - Cleaning and disinfecting supplies will be available for shared and frequently touched surfaces. Rockland BOCES will encourage employees to use these supplies, following manufacturer's instructions, before and after use of these surfaces and followed by hand hygiene.
- Rockland BOCES employees are welcome to use their own approved PPE such as masks and gloves, but these items will also be available in the building to ensure equitable access.
- Special PPE items such as clear face masks and shields will be provided if necessary for the employees' function and work location.
- Rockland BOCES will manage the storage of, access to, and monitor PPE stock.
    - Where possible, Rockland BOCES seeks to maintain an 8-week stockpile supply of PPE.

- PPE is stored in a manner which will prevent degradation and complies with the manufacturer's storage recommendations.
- Employees have immediate access to PPE in the event of an emergency.
- The supply of PPE will be monitored to ensure integrity and to track usage rates.

EMPLOYEE AND CONTRACTOR LEAVE

Public health emergencies are extenuating and unanticipated circumstances in which Rockland BOCES is committed to reducing the burden on our employees and contractors. These may be altered based upon changes in law or regulation, as applicable.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of Rockland BOCES, and as such are not provided with paid leave time by Rockland BOCES.

DOCUMENTATION OF WORK HOURS AND LOCATIONS

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

Rockland BOCES has an absentee management system to track employee attendance. In addition, payroll and timesheets will further document an employee's presence on site. All employees will use their access cards or sign in as applicable for entrance at a site which also documents arrival on premises. Employees working in alternative Rockland BOCES locations are required to sign in at a Visitor Station and provide additional information such as name, date, time in and time out, who they are visiting, and the purpose of the visit. They are also required to complete a daily health screening and take their temperature. Each building has a Visitor Station. This process is required of all Rockland BOCES employees, contractors, and visitors.

HOUSING FOR ESSENTIAL EMPLOYEES

There are circumstances within a Public Health Emergency where it may be prudent to have essential employees lodged in such a manner to help prevent the spread of the subject communicable disease and protect these employees from potential exposures. This will also help to ensure their health and safety and the continuity of Rockland BOCES' essential operations.

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, Rockland BOCES will coordinate with the Rockland County Emergency Services to help identify and arrange for these housing needs. The Pandemic Safety Coordinator will help coordinate this if the need arises.

Appendix 3 - Police Agencies

Police Agencies

Clarkstown Police Department	845-639-5800
Orangetown Police Department	845-359-3700
Piermont Police Department	845-359-0240
Ramapo Town Police Department	845-357-2400
Rockland County Sheriff Department	845-638-5400
New York State Police	845-353-1100
Rockland County Communication Division	845-364-8600

Appendix 4 - Protocols for Responding to Bomb Threats, Hostage-Takings, Intruders, Abduction, Other Emergency Situations

Responses to Implied or Direct Threats of Violence:

BOCES has policies and procedures for responding to implied or direct threats of violence. Staff are trained to respond to such acts and if needed, Emergency Plan Procedures will be followed. BOCES will also communicate with Law Enforcement and parents when needed. BOCES students and parents are issued a Code Conduct. The Code of Conduct is reviewed and updated annually.

Responses to Acts of Violence: (Examples include but are not limited to)

- Emergencies
- Bomb threats
- Hostage takings
- Intrusions
- Kidnappings
- Suicide.
- BOCES staff and its security personnel are trained and experienced in responding to acts of violence. Our staff is trained annually for school violence prevention and BOCES works in conjunction with our local law enforcement when responding and adheres to any and all recommendations made by law enforcement on how to respond and prevent such acts of violence. BOCES also has trained Support Staff in each of our schools that respond when needed. All BOCES Support Staff receive NCI (Nonviolent Crisis Intervention) training.

NYS Executive Law Article 2B
BOCES works in partnership with Rockland County Government and Emergency Management Teams on the local, state, and federal levels. BOCES is a designated evacuation location during times of disaster and coordinates with the Rockland County Emergency Operations Center. BOCES also has a staff member(s) that are assigned to the Rockland County Emergency Operations Center during times of disaster.

Risk Reduction/Prevention & Intervention

- Our schools have silent panic alarm systems that are in compliance under Alyssa's Law.
- Employees use ID cards to gain building access through door readers.
- First responders have access to our buildings through law enforcement specific swipe cards. They also have access through knox boxes that are positioned on the exterior of the buildings at designated entry points.
- Interior and Exterior cameras throughout our buildings and campuses.
- Audible door alarms are activated when exterior doors are opened by non staff members.

- Single point of access for visitors at all BOCES schools. All visitors will be screened through our Raptor visitor management system and all visitors must have approval from the building admin prior to entering the building
- **Raptor**
    - Rockland BOCES uses the Raptor Visitor Management system to screen all visitors, contractors, deliveries, & non-emploees that enter our buildings. By digitally verifying that the visitor and the person on the ID document are the same, building administrators gain a higher degree of confidence that their staff and students are safe. Additionally, each visitor is automatically screened against two database types:
      The registered sex offender databases that Raptor maintains and keeps up to date for all 50 U.S. states and territories

      Any number of customized databases created by each school or District. This can include banned/restricted visitors, custody issues, individuals with restraining orders, and more.

- **GoGuardian**
    - Monitors online behavior of students on Rockland BOCES network and sends alerts related to self-harm, violence, or inappropriate content to building leaders and District safety team members.

Security:

- BOCES contracts security guards through a private security company.
- Most security staff is comprised of individuals with a law enforcement background
- All security officers are licensed NYS security guards that receive training annually
- Detection of hazards
- Provide escorts when needed
- Assist with emergency response plans and protocols
- Deter and report unlawful activity
- Screen visitors and utilize the Raptor visitor management system.
- Conduct stationary and roving patrols of buildings and grounds.
- A contract is signed annually between the security company and BOCES

School Resource Officer (SRO):

- In partnership with the Clarkstown Police Department (CPD), Rockland BOCES has one (1) full time CPD police officer assigned to our main campus (CTEC & Kaplan). Our SRO is a Clarkstown Police Officer that is a certified SRO that has specialized training in policing in school environments. A contract is signed annually between the Clarkstown Police Department and BOCES.

Hiring & Screening of School Personnel

- The following hiring and screening practices are followed for the hiring of all personnel.
    - Fingerprinting, criminal background, and reference checks.

Staff Training:

- Staff receives district trainings regarding school violence, bullying, and suicide annually.

Building Level and District level Threat Assessment Teams

Trained staff that identifies and responds to threats and concerning behaviors. Our staff members are highly trained and experienced. Once a threat or behavior is identified our threat assessment team can assess and determine the level of threat and what resources are needed to ensure safety.

CRG (Critical Response Group)

CRG is a private company that creates detailed building maps of Rockland BOCES. We share these maps with our District and Building safety teams along with Law Enforcement agencies and our Fire Departments. The maps are confidential and password protected.

Workplace Violence Prevention:

Rockland BOCES created a team that responds and reviews all workplace violence incidents. Our team also reviews the policy annually and makes recommendations as needed.

Early Detection of Potentially Dangerous Behavior

Building level threat assessment teams monitor student behaviors and investigate possible threats of violence to students, staff, and/or buildings.This is done in coordination with our district wide behavioral threat assessment team. Both teams follow the Threat Assessment and Response Protocol guidelines that were created by BOCES. The Threat Assessment & Response Protocol is evidence based and reviewed annually and updates are made if necessary.

Law Enforcement Partnership

Rockland BOCES has a continued partnership withLaw Enforcement Agencies that cover our schools.

- Work together with safety recommendations,
- Intelligence information sharing
- Responds and advises on threats and safety issues
- School resource Officer (SRO) assigned to our main campus during the school year.
- Rockland BOCES is a member of the Rockland County Threat Assessment Team
- Rockland BOCES is a member Rockland County Emergency Operations Center
- Police Agencies assist with our Emergency Plan Response drills.
- Conduct threat assessments for our events, buildings, and grounds
- Law Enforcement & Fire Agency Officials have access to all building and grounds maps.