

2026–27

District-Wide Safety Plan



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Section 1

Introduction

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

Monroe One BOCES supports the SAVE Legislation and intends to facilitate the planning process. The District Superintendent encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

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

Concept of Operations

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

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

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

Section 2

Monroe One Health and Safety Committee

The Monroe One Health and Safety Committee consists of, but is not limited to, representatives of the School Board, students, teachers, administrators, parent representatives, school safety personnel and other school personnel.

Monroe One Health and Safety Committee (2026–27)

- Cathy Hauber (*District Superintendent*)
- Kim McCluski, Rebecca Hicks, Lisa Latten, Maureen Nupp, (*Board Members*)
- Deputy Jon Engelbrecht (*School Resource Officer*)
- Michael Falzoi (*Chief Emergency Officer*)
- Kate Avery
- Cherie Becker
- Kristen Beideman
- Barbara Carlson
- Shannon Duserick
- Mike Ehret
- Nicole Fillmore
- Mark Frenzel
- Bill Gregory
- Ellen Howe
- Greta Johnston
- Andrew Jordan
- Bonnie Masiuk
- Dave McAlpin
- Rick Pavone
- Paula Powell
- Quinn Smith
- Tera Strauss
- Matt Stevens
- Greg Sutton
- Tiffany Torres
- Tom Tria
- Melissa Wollschleger

Section 3

District-Wide School Safety Plan Review and Public Comment

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

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

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

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

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

The plan is to be reviewed annually thereafter.

Section 4

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

School Safety and Security/Crisis Management: Organizational Chart



The Monroe One Health and Safety Committee is supervised by the District Superintendent and is chaired by the Director of School Safety and Security. Members include administrators, Incident Commanders of the Building Level Safety Teams, program administrators, union representatives, and BOCES Board members. The Committee meets quarterly throughout the year, and the functions are as follows:

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

Section 4

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

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

In addition, members of the Safety and Security team, as well as Health and Safety staff, have received training in conducting school safety audits, which will be done annually to identify safety concerns and offer recommendations.

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

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

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

*** Detailed descriptions of exercises, drills, and dates are continuously updated and kept on file in the Safety and Security Office and in school/program offices.**

Section 4

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

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

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

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

Section 4

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

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

Procedures for incidents in BOCES programs based at Central Campus:

- ▶ Follow the Emergency Notification Procedures. The Safety and Security Office will generate an incident report.
- ▶ If safety and security staff did not assist, then incident report and suspension letter **must be recorded in "School Tool"** or must be faxed/sent to the Safety and Security Office as soon as possible (Fax: 585-377-7326).

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

- ▶ Follow Emergency Notification Procedures. If Safety and Security staff did not assist, the incident report and suspension letter must be recorded in "School Tool" or must be faxed/sent to the Safety and Security Office as soon as possible (Fax: 585-377-7326). If the incident involves a referral to law enforcement, please notify the Safety and Security Office immediately.
- ▶ Please review the directions for completing the report, and use the "Monroe One BOCES Violent and Disruptive Incident Report" template. The directions include detailed descriptions of what constitutes a violent and disruptive incident (directions and report forms are located in the security procedures section of the Monroe One BOCES Procedures Manual, or available in security office).

Section 4

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

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

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

Section 5

Training, Drills, Exercises

Ongoing training:

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

Violence awareness training is provided to all staff once a year during their annual “Right-to-Know” training session, and also at the beginning of each school year prior to September 15. Each program administrator schedules the training, which occurs at various times throughout the year depending on the department.

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

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

Section 5

Training, Drills, Exercises

Training & Exercises

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

A. Training

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

- Roles and Responsibilities – Delivered at start of school year.
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. 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 a lockdown, lockdown and special hazard situations such as an active shooter.
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP.
 - Conduct student briefings on roles to perform during a lockdown, lockdown and special hazard situations such as an active shooter.
 - Training on all required components for violence prevention.

Section 5

Training, Drills, Exercises

B. Drills & Exercises

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

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

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

Families will be notified of lockdown and evacuation drills ahead of time.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school works with local law enforcement (School Resource Officer) and/or the regional 911 Emergency Dispatch Center prior to **and at the conclusion of the drill**. This is done to ensure that law enforcement does not receive a false report that the school is in actual lockdown.

Any announcements made during a drill are preceded and ended with the phrase “this is a drill”. This ensures that all involved recognize that this is a drill and not a real incident (i.e. “may I have your attention, this is a drill – LOCKDOWN – this is a drill”).

Additionally, a sign or notice is placed at all public entrances indicating that a drill is in progress and to wait for service “**SAFETY DRILL IN PROGRESS—PLEASE WAIT.**” This serves to notify any uninformed parents or visitors and prevent unwarranted panic.

Section 5

Training, Drills, Exercises

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

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

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

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

Section 5

Training, Drills, Exercises

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

BOCES Security Training Outline

Unit 1 – Fundamental Concepts

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

Unit 2 – Report Writing Documentation

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

Section 5

Training, Drills, Exercises

Unit 3

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

Unit 4 – Crime Scenes and Evidence

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

Unit 5 – Dealing with Persons in Crisis

(Therapeutic Crisis Intervention & National Crisis Prevention Institute)

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

Unit 6 – Physical Techniques and Tactics

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

Unit 7 – The Art of Setting Limits

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

Unit 8 – Sexual Harassment

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

Section 5

Training, Drills, Exercises

Unit 9 – Sexual Abuse and Sex Related Crimes

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

Unit 10 – School Fire Emergencies

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

Unit 11 – Computer/Technology Training for Security Officers

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

Unit 12 – Bomb Threats and Explosives

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

Unit 13 – First Aid and CPR

American Heart Saver

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

Unit 14 – New York State Penal Law

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

Section 5

Training, Drills, Exercises

Unit 15 — Blood Borne Pathogens & Infections Diseases, RTK Environmental Health & Safety Department

Unit 16 — Crisis Prevention Training Modules

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

Unit 17 — Mediation Techniques

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

Unit 18 — Human Relations

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

Unit 19 — Court Procedures

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

Unit 20 — Crisis Prevention Module

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

Section 5

Training, Drills, Exercises

Unit 21 — Physical Security

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

Unit 22 — Hazardous Materials, Biological threats, Chemical Threats

1. Assessment
2. Response

Unit 23 — Use of Surveillance Equipment

1. Camera Software Operations and Review
2. Investigation Procedures

Unit 24 — Hostage Situation—Terrorism

1. Concepts
2. Security response

Unit 25 — Security Procedure for Athletic Events

1. Physical Layouts
2. Staffing

Unit 26 — Reporting-Writing & Documentation

1. Review of Previous
2. SSEC Categories and Procedures

Unit 27 — Cultural Awareness

1. Concepts of Cultural Diversity
2. Community Relations

Unit 28 — Public Relations

1. Security Officers Role
2. Damage Control

Section 6

Implementation of School Security

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

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

Sample of main priorities:

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

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

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

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

Section 7

Vital Educational Agency Information

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

1. Buildings 1-2-3 (Creekside School)
2. Buildings 4-5-6 (Eastern Monroe Career Center)
3. Buildings 9-10 (O'Connor Academy)
4. Building 7 (Safety and Security Office)
5. Building 8 (Pool Building)
6. Four unoccupied out-buildings

Other off-site facilities include:

1. Bird/Morgan School in East Rochester, NY.
2. Linden Park offices and Regional Information Center in Rochester, NY.
3. Harris Building in Fairport, NY.
4. Monroe One Center in Pittsford, NY.

Section 7

Vital Educational Agency Information

Site Identification and Data

Central Campus:

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

Address: 41 O'Connor Road, Fairport, New York 14450
Contact person: Cathy Hauber, District Superintendent **Phone:** (585) 383-2200
Contacts: Mike Ehret, Principal (EMCC) **Phone:** (585) 387-3815
..... Jill Pollack, Principal (Creekside) **Phone:** (585) 383-2239
Staff population: ~1000
Student Population: ~2500
Transportation Needs: 15 - regular 60 seat school buses and
15 - handicapped accessible school buses
Transportation Contact: Paula Powell
Transportation Phone: . (585) 383-6665 **Fax:** 383-6442

Foreman Area Education Center—including **Buildings 4, 5, 6, and 7**

Address: 38 O'Connor Road, Fairport, New York 14450
Contact person: Cathy Hauber, District Superintendent **Phone:** (585) 383-2200
Contact: Mike Ehret, Principal (EMCC) **Phone:** (585) 387-3815
Staff population: ~50
Student Population: ~250
Transportation Needs: 4 - regular 60 seat school buses and
2 - handicapped accessible school buses
Transportation Contact: Paula Powell
Transportation Phone: . (585) 383-6665 **Fax:** 383-6442

Foreman Area Education Center—Primarily O'Connor Academy (**Buildings 9 and 10**)

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

Section 7

Vital Educational Agency Information

East Rochester Campus:

Lois E. Bird School/Morgan School

Address: 120 East Avenue, East Rochester, New York 14445
Contact person: ... Cathy Hauber, District Superintendent
Phone: (585) 383-2200
School Hours: 8:15 a.m.–2:15 p.m.
Dismissal for Half-days: 11:15 a.m
Contact: Dave McAlpin, Principal
Phone: (585) 586-1850 **Fax:** 385-5805

Off Site Locations:

11 and 15 Linden Park, Rochester, New York 14624

Staff Development Services and RIC Building
Contact: Bridget Harris, Assistant Superintendent for Instruction & Technology
Phone: (585) 383-2258 **Fax:** 218-6267

Challenger Learning Center at Kodak Center

Address: 200 West Ridge Road, Rochester, New York 14615
Contact: Nichole Outhouse, Assistant RIC Director
Phone: (585) 383-6622

Harris Building at Baird Road

Address: 2596 Baird Road, Penfield, New York 14526
Phone: (585) 383-6648

Monroe One Center

Address: 1000 Pittsford Victor Road, Pittsford, New York 14534
Contact: Cathy Hauber, District Superintendent
Phone: (585) 383-2200

School Health Services RCSD

Address: 281 West Ridge Road, Rochester, New York 14615
Contact: Eileen Davis, Coordinator
Phone: (585) 324-5920

Transportation Center/Bus Garage

Address: 79 O'Connor Road, Fairport, New York 14450
Contact: Paula Powell, Director
Phone: (585) 383-6665

Section 7

Vital Educational Agency Information

Community Based Programs:

Childcare Professions (EMCC) at East Rochester Elementary School

Address: 400 Woodbine Ave., East Rochester, NY 14445
School Hours: 8:45–10:15 a.m. and 11:45 a.m.–1:15 p.m.
Contact: Mike Ehret, Principal (EMCC)
Phone: (585) 387-3815

eSTART

Address: Minerva DeLand School,
140 Hulburt Road, Fairport, NY 14450
School Hours: 7:30 a.m.–1:45 p.m.
Dismissal for half-days: 10:30 a.m.
Contact: Kate Summers, Principal
Phone: (585) 383-6464

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

Address: 1299 Portland Ave, Suite #6, Rochester, NY 14602
School Hours: 7:45 a.m.–11:00 a.m.
Contact: Mike Ehret, Principal (EMCC)
Phone: (585) 387-3815

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

Address: 1500 Portland Avenue, Rochester, NY 14621
School Hours: 7:45 a.m.–11:00 a.m.
Contact: Mike Ehret, Principal (EMCC)
Phone: (585) 387-3815

Project LIFE Brighton

Address: Brighton Administration Building (Brighton CSD),
2035 Monroe Ave., Rochester, NY 14618
School Hours: 8:00 a.m.–2:00 p.m.
Contact: Bonnie Masiuk, Principal (Transition & Employment Programs)
Project LIFE Office Phone: (585) 387-3828

Section 7

Vital Educational Agency Information

Project LIFE East Rochester

Address: Bird/Morgan School,
120 East Avenue, East Rochester, NY 14445
School Hours: 8:00 a.m.–2:00 p.m.
Contact: Bonnie Masiuk, Principal (Transition & Employment Programs)
Project LIFE Office Phone: (585) 387-3828

Project LIFE Fairport

Address: Minerva DeLand School,
140 Hulburt Road, Fairport, NY 14450
School Hours: 8:00 a.m.–2:00 p.m.
Contact: Bonnie Masiuk, Principal (Transition & Employment Programs)
Project LIFE Office Phone: (585) 387-3828

Project SEARCH

Address: Bird/Morgan School,
120 East Avenue, East Rochester, NY 14445
(Also at local Wegmans stores.)
School Hours: 8:00 a.m.–2:00 p.m.
Contact: Bonnie Masiuk, Principal (Transition & Employment Programs)
Phone: (585) 387-3828

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

Address: 1 Manhattan Square Dr., Rochester, NY 14607
School Hours: 8:00 a.m.–2:00 p.m.
Contact: Bonnie Masiuk, Principal (Transition & Employment Programs)
Phone: (585) 387-3828

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

Address: 99 Victor Road, Fairport, NY 14450
Session 1 Hours: 7:45 a.m.–9:05 a.m. (Multi-Occ.)
Session 2 Hours: 9:20 a.m.–10:40 a.m. (Multi-Occ.)
Session 3 Hours: 11:45 a.m.–1:50 p.m. (FOCUS)
Contact: Mike Ehret, Principal
Phone: (585) 387-3810

Section 7

Vital Educational Agency Information

TOUR: Transition Opportunities at the University of Rochester

Address: Meliora Hall—Room 223
601 Elmwood Ave., Rochester, New York 14642
School Hours: 8:00 a.m.–2:00 p.m.
Contact: Bonnie Masiuk, Principal (Transition & Employment Programs)
Phone: (585) 387-3828

Section 8

Early Detection of Potentially Violent Behaviors

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

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

Information materials regarding the early detection of potentially violent behaviors are also available on the website, www.monroe.edu

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

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

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

Section 9

Hazard Identification

Threat/Hazard Assessments Summary

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

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

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

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

Section 9

Hazard Identification

Threat and Hazard Types and Examples

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, <i>Staphylococcus aureus</i>, and meningitis • Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i> • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats:	• Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide

Section 9

Hazard Identification

A. Planning Assumptions and Limitations

1. Planning Assumptions

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

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

Section 10

Response-Notification and Activation

Communication with Others

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

CONTACT:

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

Law Enforcement Agencies:

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

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

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

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

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

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

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

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

Section 10

Response-Notification and Activation

Ambulance:

Brighton Volunteer

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

East Rochester Volunteer

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

Henrietta Volunteer

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

Honeoye Falls/Mendon Volunteer

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

Irondequoit Volunteer

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

Monroe Ambulance

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

Penfield Volunteer

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

Perinton Volunteer

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

Pittsford Volunteer

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

Rush Volunteer

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

West Webster Ambulance

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

Helicopter EMS Transportation:

Mercy Flight Central, Inc.

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

Section 10

Response-Notification and Activation

Fire Departments:

Brighton FD

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

Bushnell's Basin FD

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

East Rochester FD

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

Fairport FD

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

Henrietta FD Station #1

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

Honeoye Falls FD

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

Mendon FD

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

Penfield FD

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

Pittsford FD

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

Rush FD

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

Webster FD

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

West Brighton FD Station #2

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

West Webster FD

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

Section 10

Response-Notification and Activation

Town Offices:

Perinton Town Offices

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

Henrietta Town Hall

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

East Rochester Village Offices

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

Penfield Town Offices

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

Rochester City Hall

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

Irondequoit Town Offices

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

Pittsford Town Offices

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

Brighton Town Offices

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

Section 10

Response-Notification and Activation

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

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

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

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

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

- The District Superintendent, either personally or through the Safety Team, will notify on-site administrators of the violent incident, if the incident is of sufficient seriousness to affect school operations.
- On-site building administrators will be responsible for notifying parents and caregivers through a mass communication system, depending on the specifics and seriousness of the incident.

Section 11

Concept of Operations & Incident Command

I. CONCEPT OF OPERATIONS

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

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

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

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

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

Section 11

Concept of Operations & Incident Command

A. Implementation of the Incident Command System (ICS)

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

B. Initial Response

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

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

Section 11

Concept of Operations & Incident Command

II. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

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

III. DIRECTION, CONTROL, AND COORDINATION

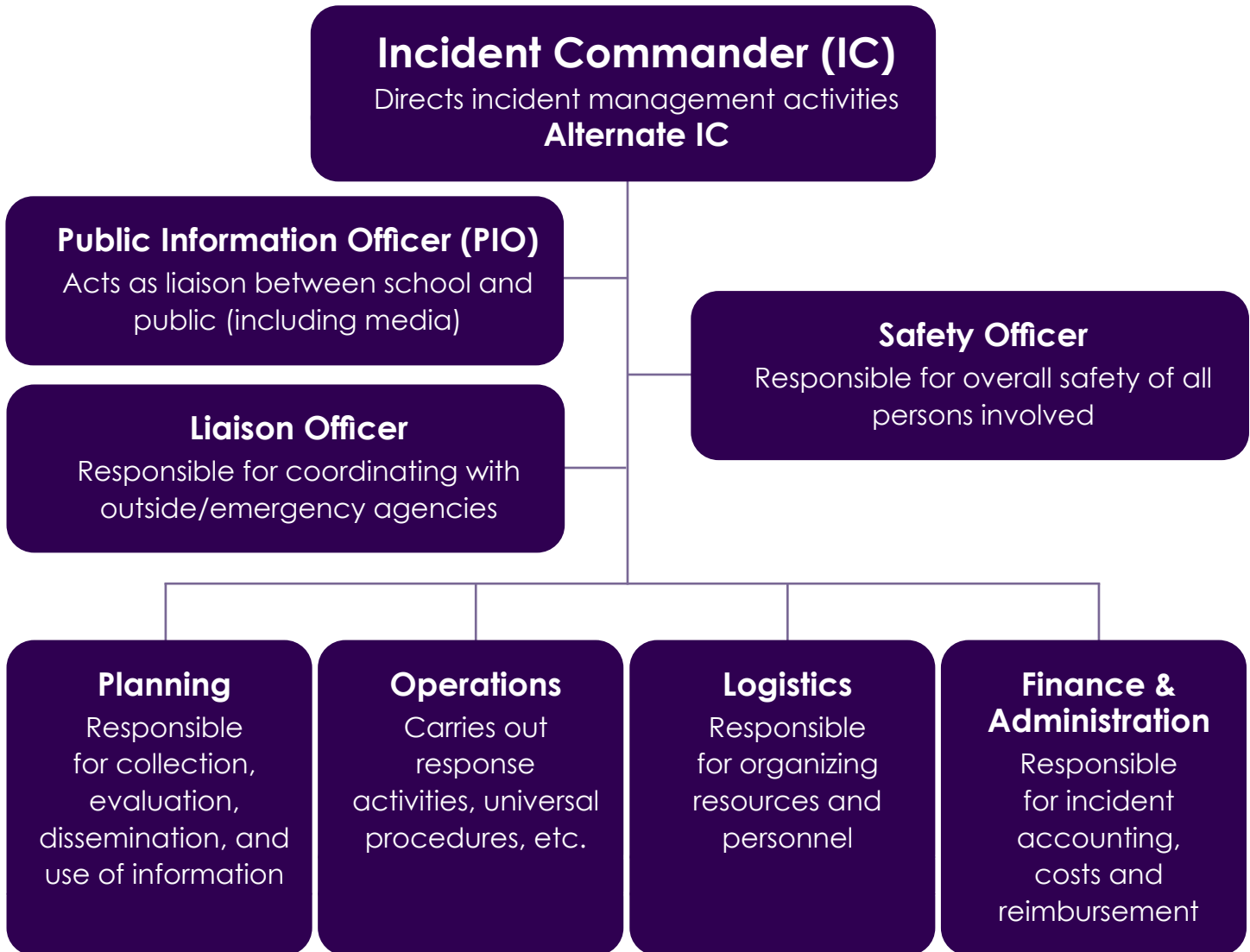
A. School Incident Command System

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

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

Section 11

Concept of Operations & Incident Command



B. School Incident Command System (ICS) Roles Defined

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

1. Incident Command

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

Section 11

Concept of Operations & Incident Command

Responsibilities and duties include:

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

2. Operations Section

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

Responsibilities and duties include:

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

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

Section 11

Concept of Operations & Incident Command

3. Planning Section

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

Responsibilities and duties include:

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

4. Logistics Section

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

Responsibilities and duties include:

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

5. Finance/Administration Section

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

Responsibilities and duties include:

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

Section 11

Concept of Operations & Incident Command

C. Coordination with Responders

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

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

D. Source and Use of Resources

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

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

Section 12

Information Collection & Distribution

IV. INFORMATION COLLECTION, ANALYSIS & DISSEMINATION

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

A. Types of Information

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

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

B. Information Documentation

The assigned staff member will document the information gathered including:

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

Section 13

Administration, Finance, Logistics, & References

V. ADMINISTRATION, FINANCE AND LOGISTICS

A. Agreements and Contracts

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

B. Documentation

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

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

C. Incident Costs

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

D. Preservation of Records

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

Section 13

Administration, Finance, Logistics, & References

VI. AUTHORITIES AND REFERENCES

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

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

Section 14

Arrangements for Obtaining Emergency Assistance from Local Government

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

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

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

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

Section 15

Procedures for Obtaining Advice and Assistance

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

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

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

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

Section 16

District Resources Available in an Emergency

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

1. Cafeteria Capacities / Inventory Summary:

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

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

Transportation:

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

Fairport Transportation Contact: Director of Transportation
Transportation Phone: 421-2025

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

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

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

Fuel Inventory:

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

Section 17

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

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

Authorized personnel and responsibilities:

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

District Superintendent: Cathy Hauber

Executive Director of Operations: Melissa Wollschleger

Assistant Superintendents: Bridget Harris, Ellen Howe, Matt Stevens, Tera Strauss

Coordinator of Human Resources: Dr. Kate Avery

Director of Safety and Security: Michael Falzoi

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

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

The IC will be in charge of the Monroe One Health and Safety Committee (see Section 2).

Section 17

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

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

***Communication Resources:**

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

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

Section 18

Cardiac Emergency Response Plan, Public Health, Medical, and Behavioral Health Annex

Public Health Law Section 3000-b 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 which includes written protocols, policies and procedures.
- Training in CPR/AED by a nationally approved organization.
- Appropriate maintenance and testing of AED's according to applicable standards of the manufacturer and any appropriate government agency.
- Posting signage at the main entrance to school buildings indicating the locations of the AED's.
- Notification to the EMS regional council of the locations and types of AED's it possesses.
- Reporting of every AED use of the local EMS and the emergency health provider

Education Law and Commissioner's regulations also require that schools have sufficient AED's to ensure ready and appropriate access for use during emergencies and at least one staff member who is trained in CPR and the use of AED's

All staff are made aware of 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

Section 18

Cardiac Emergency Response Plan, Public Health, Medical, and Behavioral Health Annex

Medical emergencies may strike at any time. They may range from a simple cut or bruise to more serious medical events such as broken bones, heart attacks, and strokes. Many BOCES personnel are trained and certified in both CPR and general first aid. In case of medical emergency, they are available to assist until the outside emergency responders arrive on the scene. Emergency training is recommended for occupants of the facility, including cardiopulmonary resuscitation (CPR), first aid, fire extinguisher training, and security awareness. Employees should report all exposures to blood and body fluids to your administrator. First aid equipment is distributed throughout the facility offices.

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

I. When a staff member or administrator observes or receives information about a serious medical emergency, they should adhere to the following procedure:

A) Assess the scene for safety before proceeding. 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.)

B) Call the nearest Health Office (or direct another to call by pointing to a person and saying, "YOU, call [nearest] School Health Office"). If someone is seriously ill or hurt, or you feel immediate emergency care is required, **call 911** (or direct another to call by pointing to a person and saying, "YOU, call 911").

1) Follow 911 emergency dispatcher's instructions.

2) *Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) certified school personnel and notify administration or designee.

C) CPR by CPR/AED certified school personnel

If victim is not breathing and/or does not have a pulse, call 911 and ask for advanced life support for possible cardiac arrest. Call (or direct another to call) the Health Office (or office with closest AED), and advise that AED is needed. Be sure to give details about your location and initiate CPR.

D) Defibrillation by CPR/AED certified school personnel

1) Use an AED to restore the heart to its normal rhythm.

Section 18

Cardiac Emergency Response Plan, Public Health, Medical, and Behavioral Health Annex

- E) Identify someone to notify security (383-2298) by pointing to a person and saying "YOU, call security."**
- F) EMS assumes lead upon arrival.**
 - 1) If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.
 - 2) Be prepared to download the school's AED data onto flash drive to provide to EMS to give to the emergency department's physician.
- G) School administration or designee notifies parent/guardian or staff member's emergency contact in accordance with district policy.**
- H) Document**
 - 1) In accordance with district policy, document event including observations, all steps taken and by whom, who was notified, and information reported to EMS.
- I) Hold a post event debriefing.**
- J) Notify your supervisor that same day.**

II. When a staff member or administrator gives first aid:

- A) Assess the scene for safety before proceeding.
- B) Call (or direct another to call) the nearest Health Office.
- C) Wear protective equipment, such as gloves, or supply victim with supplies for their own use.
- D) Call 911 if someone is seriously ill or hurt, or you feel immediate emergency care is required.
- E) Administer first aid as necessary and appropriate.

*The updated list of CPR/AED Certified School Personnel is maintained in the Safety and Security Office.

Section 18

Cardiac Emergency Response Plan, Public Health, Medical, and Behavioral Health Annex

Site	Exact Location of AED
Foreman Center Campus	Building 1: A Hallway Entrance
Foreman Center Campus	Building 2: Cafeteria
Foreman Center Campus	Building 2: Security Booth
Foreman Center Campus	Building 3: Nurse's Office Room M1 (2 AED Units)
Foreman Center Campus	Building 3: V Hallway by Room V10
Foreman Center Campus	Building 4: Room W1
Foreman Center Campus	Building 5: Main Entrance
Foreman Center Campus	Building 6: Hall by Room Y4
Foreman Center Campus	Building 7: Security Main Entrance
Foreman Center Campus	Building 8: Pool, Main Foyer
Foreman Center Campus	Building 9: Upstairs B Hallway South End
Foreman Center Campus	Building 10: C Hallway by Room C3
Monroe One Center	Professional Learning Center (PLC), Kitchenette Area
Harris Building	Outside Main Office
11 Linden Park	Between Main Restrooms
15 Linden Park	Outside PD Room/Restrooms
Bird/Morgan School	Lower Hallway by Morgan Gym, Room M10
Bird/Morgan School	Nurse's Office, Room B112
Transportation	Dispatch Office
Kodak Center	Challenger Classroom



monroe one
EDUCATIONAL SERVICES

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