

DISTRICT-WIDE SAFETY PLAN

(Schools Against Violence in Education)

Revised: **July 2017**

Onondaga-Cortland-Madison Board of Cooperative Educational Services
Jody Manning, District Superintendent

Onondaga-Cortland-Madison BOCES
District-Wide Safety Plan

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INTRODUCTION

This District-wide safety plan has been developed to comply with the mandates of the Safe Schools Against Violence in Education Act (“Project SAVE”) and the Regulations of the Commissioner of Education at 8 NYCRR Section 155.17(e)(1). The Board of Education appointed a District-wide School Safety Team, comprised of representatives of the school board, administrators, faculty, staff, parent organizations, students, school safety personnel and other individuals, to develop the plan. It provides standard procedures to guide staff and students of the OCM BOCES when responding to an emergency. It also sets forth the required drills to keep staff and students familiar with the standard response procedures. This plan was originally adopted by the Board of Education on June 20, 2002 and submitted to the State Education Department on July 1, 2002.

Building-level safety plans have also been developed to comply with Project Save to establish specific emergency response plans for each school building. These building safety plans provide detailed response procedures for each school building within OCM BOCES. In contrast to this Plan, which is accessible to the public, the building-level plans are confidential and not subject to disclosure under Article 6 of the Public Officers Law, the Freedom of Information Act, or any other provision of law, in accordance with Education Law, Section 2801-a. Therefore, the building-level plans provide a confidential means to outline sensitive emergency procedures not included herein. Such plans comply with the requirements of Education Law §2801-a (3) and the Regulations of the Commissioner of Education at 8 NYCRR §155.17(e)(2).

Project SAVE requires that this Plan include policies and procedures on several prescribed topics. In some instances, a general policy on a prescribed topic is set forth in the OCM BOCES Safety Plan and the specific procedures to implement such a policy are included in the Building-level Safety Plans or annexed as an appendix to the Building-level Safety Plans.

Emergency situations can range from man-made problems such as power outages, fires and bomb threats to natural disasters like blizzards and floods, and may present highly dangerous situations or mere inconveniences. In an emergency situation, OCM BOCES’ priorities are first the protection of life, then preservation of property, and restoration to normal activities. This Plan and the Building Safety Plans describe procedures for a variety of emergencies. Obviously, no plan can cover all possible emergencies. Therefore, District officials are to use their judgment and discretion in responding to an emergency in a manner consistent with the provisions of this Plan and the applicable school Building Safety Plan in a manner that will minimize loss of life, personal injury and property damage.

OCM BOCES Chain of Command: The District Superintendent is the “Individual In Charge”. In his/her absence the responsibility will go to the next alternate person as detailed below. When the Individual-In-Charge has been notified that an emergency exists, he/she will serve as “Incident Commander”, activate the appropriate procedures, direct the emergency response actions and serve as part of a unified command system with emergency responders, as applicable. If the District Superintendent is not available, the administrative chain of command (alternate person in charge) is as follows: Assistant Superintendent for Administration, Assistant Superintendent for Student Services, Assistant Superintendent for Instructional Support Services.

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1. **DEFINITIONS**

- A. ACCIDENTAL DISASTER - Any major fire, explosion, transportation crash, hazardous material incident or other major occurrence in which the lives, safety or property of numerous persons is in jeopardy.
- B. BUILDING ADMINISTRATOR - The principal of a school building or his or her designee.
- C. BUILDING SAFETY PLAN - A building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and contains the provisions required by 8 NYCRR §155.7(e)(2).
- D. BUILDING RESPONSE TEAM – Individuals within the school building designated to serve specific roles in responding to an emergency or individuals who may be called upon to assist response and recovery efforts during a crisis.
- E. BUILDING SAFETY TEAM - The building-specific team appointed by the Building Administrator, in accordance with regulations or guidelines prescribed by the Board, to develop specific emergency procedures at the building level. The Building Safety Team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other individuals the Board deems appropriate.
- F. CIVIL DISORDER - An action by any individual or group that poses a substantial threat to peace, life and/or property or any tumultuous or violent activity that creates a grave risk of causing public alarm.
- G. DISASTER – The occurrence or imminent threat of injury, loss of life, or severe damage to property, resulting from any natural or manmade causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbance.
- H. DISTRICT-WIDE SCHOOL SAFETY TEAM – A District-wide team appointed by the Board. The District-wide team shall include, but not be limited to, representatives of the Board of Education, student, teacher, administrator, and parent organizations, and other school personnel.
- I. EARLY DISMISSAL – Returning students to their homes or other appropriate locations before the end of the school day.
- J. EMERGENCY – A situation, including but not limited to a disaster, requiring immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.
- K. EMERGENCY RESPONSE BAG - A conspicuously marked carry bag maintained in the Building Administrator’s office containing emergency response information. This bag is to be transported to the Command Post and Staging areas during emergency responses. Duplicate Emergency Response Bags shall also be kept in the Business Office, Facilities Planning and with each Building Administrator.

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1. **DEFINITIONS** - *continued*

- L. EMERGENCY SERVICES ORGANIZATION – A public or private agency, organization or group other than a governmental agency, which provides police, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.
- M. EMS COMMANDER - The Emergency Medical Services supervisor directing EMS operations for the incident.
- N. EVACUATION – Moving students for their protection from a school building to a predetermined outside or off-campus Safety Zone location in response to an emergency. All building occupants are required to exit the building and wait a safe distance from the building at the designated Safety Zone.
- O. FIELD COMMAND POST - The on-scene location for command staff who will be responsible for determining the exact status of the emergency, resources needed, and incident strategy.
- P. FIRE COMMANDER - The fire chief directing fire-fighting operations at the incident.
- Q. INCIDENT COMMANDER - The supervisor with decision making responsibility when responding to a particular emergency.
- R. IN-PLACE SHELTERING – The emergency response used in situations where it is necessary to have students/staff remain in their classrooms or work-areas temporarily during an emergency or medical emergency until things can be returned to normal or early dismissal can be arranged.
- S. INNER PERIMETER - The immediate area of containment around the incident site.
- T. LANDING ZONE - A clear level area no less than 100 feet by 100 feet in area for helicopter landings. The landing zone should be within the outer perimeter when possible, and secured by ground personnel during helicopter operations.
- U. LOCK-DOWN - This emergency response is to be used when walking through the building would endanger the health and safety of students/staff. In the event of a dangerous person or intruder, students and faculty are to remain in place. Classroom doors and windows should be locked.
- V. LOCK-OUT - This emergency response is to be used when the incident is occurring outside the school building, on or off school property, which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building.
- W. MEDIA STAGING AREA - The location outside of the inner perimeter dedicated for media assembly and equipment staging. This location may also be used to conduct media briefings.
- X. NATURAL DISASTER - Those incidents in which the forces of nature threaten the lives, safety and/or property of numerous persons (e.g., floods, tornado, and significant snowfall/blizzard, etc.).
- Y. OUTER PERIMETER - The peripheral control area surrounding the inner-perimeter providing a safe zone for access to and from the inner-perimeter as well as defining the limit of access by unauthorized persons.

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1. **DEFINITIONS** - *continued*

- Z. POLICE DETAIL COMMANDER - The police supervisor commanding police personnel detailed to the incident.
- AA. POST-INCIDENT RESPONSE TEAM – A building-specific team designated by the Building Safety Team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a Serious Violent Incident or emergency.
- BB. RELOCATION CENTER - A location established for providing temporary shelter or care for persons displaced by an Emergency.
- CC. SAFETY ZONE – Predetermined locations either inside the school building (“sheltering”), outside the building on school property, or off campus, where students and faculty are to assemble in the event of an Emergency. Inside safety zones are the locations for in-place sheltering.
- DD. SCHOOL CANCELLATION – A determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.
- EE. SERIOUS VIOLENT INCIDENT – An incident of violent criminal conduct that is, or appears to be, life threatening. This situation warrants the evacuation or “lock-down” of students and/or staff because of an imminent threat to their safety or health. Situations include, but are not limited to: riot, hostage taking, kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.
- FF. SHELTERING – The emergency response of keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated (e.g., air pollution problems, chemical spills, radiological emergencies). Staff and students are held in a designated shelter location or common area inside the building, i.e. gymnasium, cafeteria or etc., during an emergency until things can be returned to normal or dismissal can be arranged.
- GG. STAGING AREA - A location selected generally within the outer perimeter to facilitate arriving resources and personnel responding for assignments.
- HH. STUDENT RELEASE AREA – A predetermined location where parents or authorized persons can pick up students during an emergency.
- II. TERRORIST ACTION - A hostile action taken by a person or group that has as its intent the commission of violent acts designed to instill fear, communicate a message and/or demand some action.
- JJ. TREATMENT AREA - The location inside the inner perimeter to which the victims are evacuated for medical evaluation and emergency treatment prior to transport.
- KK. UNIFIED COMMAND – The safety plan command system which ensures that the Incident Commander shall communicate and consult with the District Superintendent prior to giving any order or instruction during or after the occurrence of a violent incident.

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2. POTENTIAL EMERGENCY SITES AND HAZARD IDENTIFICATION – 155.17(e)(1)(I)

A. MAPS AND FLOOR PLANS

Generally, the sites of potential hazards are:

1. Utility Shut-off (Gas, Water, and Electrical)
2. Phone jacks for outside lines
3. Chemical Storage areas
4. Mechanical Storage areas
5. Kitchen area(s)
6. Mechanical rooms (HVAC, etc.)

The Building Safety Plans will include map renderings and floor plans of each building. The potential hazards for each building will be clearly indicated, and are placed with appropriate agencies.

B. SURVEY OF VULNERABILITY

The buildings covered in this plan include:

1. OCM BOCES Thompson Road Campus ~~I. E. Henry Center~~, 6820 Thompson Road, Syracuse, NY, 13211
 - a. Henry Career & Technical Education Building;
 - b. STARS Alternative High School;
 - c. O & M Building; d. Central Receiving
2. OCM BOCES Central New York Regional Information Center, 6075 East Molloy Road, Building 2, Syracuse, NY 13206
3. OCM BOCES Crown Road Campus, 4500 Crown Road, Liverpool, NY, 13090
4. OCM BOCES Cortlandville Campus, 1710 Route 13, Cortland, NY, 13045
5. OCM BOCES Port Watson Street - Cortland Alternative School, 242 Port Watson Street, Cortland, NY, 13045
6. OCM BOCES Port Watson Street - Seven Valleys New Tech Academy, 240 Port Watson St., Cortland, NY 13045
7. OCM BOCES Central New York Regional Information Center - Rodax 7 and 8, 6075 East Molloy Road, Syracuse NY, 13206
8. OCM BOCES Main Campus, 110 Elwood Davis Road, Liverpool, NY 13088
9. Alternative to Homebound Program at Liverpool Community Church
800 Fourth Street, Liverpool, NY, 13088

We have surveyed sources of potential emergencies within our school buildings, grounds and community locations. Site-maps and floor plans of our buildings have been provided to local police and law enforcement but are kept confidential due to security reasons. Our instructional sites are all located within proximity to highways, industry and/or airports. A survey of vulnerability is included in each building level plan.

3. PROTECTIVE ACTION OPTIONS - 155.17 (e)(1)(ii)

A. GENERAL EVACUATION

Evacuations may be necessary in the event of fire, weather, other emergency, or violent incident. Upon notification of the need to evacuate, teachers should instruct students to remain calm and quiet, and depart the building in an orderly fashion according to previously established evacuation routes, or alternate routes as instructed.

1. Building occupants will be notified to evacuate the building by one of the following means depending upon the nature of the emergency:

Fire Alarm, Intercom System, Verbal or Written Notification

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3. PROTECTIVE ACTION OPTIONS - 155.17 (e)(1)(ii) - *continued*

A. GENERAL EVACUATION - *continued*

2. Upon receiving an evacuation notice, faculty and staff shall survey their areas and evacuation routes for hazards and/or suspicious hazards in order to ensure a safe and expeditious evacuation.
3. The normal evacuation route(s) for students, faculty and staff for each school shall be specified in the Building Safety Plan and included in the Emergency Response Bag. Normal evacuation routes will also be posted in each room.
4. Teachers are to bring their Daily Attendance Records with them. Attendance shall be taken upon evacuating and again if relocated to an alternate site. Teachers may be asked to turn in their Attendance Roster to the Building Administrator for use at the emergency command post.
5. Normal evacuation routes will be used unless the emergency prevents use of exits and/or corridors. Alternate routes may be announced using the school's intercom system. The intercom system shall not be used in situations that may endanger students/staff (e.g., barricaded gunman). In the event of power failure, the Building Administrator can direct ancillary staff to communicate alternate evacuation routes.
6. Suspicious items found must be left alone and immediately reported to the Building Administrator and/or emergency service personnel.
7. Everyone remain calm and orderly in order to prevent panic and confusion.
8. Elevators may not be used for evacuation purposes unless approved by the Building Administrator or emergency personnel.
9. All persons shall proceed to the designated Safety Zone and remain there until further notice.
10. Teachers must take attendance once in the designated Safety Zone, and are to notify the Building Administrator if a student is not present.
11. Any time teachers have to relocate their class, attendance should be taken before departure and upon arrival. If students are to be evacuated off-campus, teachers are to take attendance before students begin loading on the buses and once the buses are loaded, to assure that all students are accounted for.
12. Occasionally, there may be a need to relocate students from the Safety Zone to a predetermined Relocation Center. If evacuation is ordered beyond the Safety Zone, students will be evacuated by bus either to their homes or a safe location. The decision to evacuate the Safety Zone will be made by the Incident Commander upon consultation with the District Superintendent. Students will not be allowed to go home on their own (i.e., walking or in personal vehicles). A parent or a pre-arranged surrogate may sign a Student Release Form and pick up their child at the designated reunification site.

3. **PROTECTIVE ACTION OPTIONS - 155.17 (e)(1)(ii) - continued**

A. **GENERAL EVACUATION - continued**

13. The School Nurse should have a medical alert list and supplies readily available at all times. For supplies not on hand the School Nurse will be prepared to make arrangements to provide medical assistance at the relocation site or along the evacuation route as necessary in coordination with the Building Administrator and the Incident Commander.
14. Building Administrators will follow directions received from the Superintendent and/or the Incident Commander. Principals will determine when staff may be permitted to leave after their students have been safely released and they are no longer needed for emergency duties.

B. **EVACUATION OF DISABLED STUDENTS, STAFF AND FACULTY**

In the event of an evacuation, special care must be taken to ensure that disabled persons are safely transported out of the building. Each Building Safety Plan shall have a list of special needs students and the persons who have been designated to assist them.

1. An Assisted Evacuation Plan is in the Building specific Safety Plan. This plan should include every child or staff member who has limited mobility and will be reviewed as necessary (i.e.) when students and personnel change.
2. In case of an Emergency where evacuation or a long-term stay on-site is required, the Director of Special Education and designated staff will respond to the Relocation Center or to the designated Safety Zone to assist with special education students and staff who serve them.
3. If coordinated services are required from outside agencies that specialize in dealing with students with disabilities, the Director of Special Education and or designated staff will act to facilitate the use of such groups.

C. **HOLD-IN-PLACE**

A Hold-In-Place procedure is used to limit movement of students and staff in hallways while dealing with short term emergencies.

In the event the Building Administrator, or person-in-charge, is advised or deems it necessary to initiate a Hold-In-Place, the following procedures will commence.

- a. **The Building Administrator, or designee, will apprise all staff members over the PA system;**
- b. **Listen for instructions about the situation and your expected actions;**
- c. **Students in hallways should return to assigned classroom, if possible;**
- d. **Classroom teachers, take attendance. If students from other class(es) are present, notify instructor(s) of home classroom;**
- e. **All other staff assist students, as needed;**
- f. **Classroom instruction can continue as normal;**
- g. **Do not respond to class bells;**
- h. **Classroom telephone may be answered;**
- i. **Respond to fire alarm as normal;**
- j. **Listen for updates and further instructions.**

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3. PROTECTIVE ACTION OPTIONS - 155.17 (e)(1)(ii) - *continued*

D. SHELTERING

Not all Emergencies will require building occupants to get out and go somewhere else. A sheltering procedure is appropriate for situations when it is necessary to hold students in an inside Safety Zone temporarily during an Emergency until things can be returned to normal or dismissal can be arranged. Protocols for a sheltering response for each school building are in the Building Safety Plans. General procedures are as follows:

1. Upon receiving instruction from local, county or state governmental emergency response agencies the Superintendent shall notify the Building Administrator(s) of the need to initiate the Sheltering Plan.
2. If an incident occurs near school and the Building Administrator is the first to be informed, he or she shall make a decision, based upon the nature of the emergency or upon the direction of local emergency commanders, whether to shelter all students and staff inside the school building. The Building Administrator shall inform the Superintendent and the 911 Control Center of the determination.
3. Upon notification of an Emergency or the exercise of a drill, the Building Administrator shall instruct students and staff to report to the designated 'inside' Safety Zone. Faculty will bring their class roster with them and maintain charge of their class in the Safety Zone unless otherwise directed.
4. During sheltering for certain types of air pollution problems, chemical spills or radiological emergencies, windows should be closed and ventilation systems and outside air intakes should be shut down.
5. The Building Administrator will assign appropriate duties to selected staff members and custodian, to include securing the building
6. Students/staff will remain inside the building until the Building Administrator is advised by the Incident Commander or emergency management authorities to take further action.
7. If such procedure necessitates remaining in school after hours, the District Superintendent, or designee, will issue a public notice to this effect through the local news media. Parents will be advised as to appropriate responses, including, where to sign-out their child (if appropriate). As necessary, the Superintendent will coordinate the use of BOCES resources in cooperation with the Incident Commander and request assistance from County Emergency Management Office, the American Red Cross and other agencies as appropriate
8. The Building Administrator will keep the teaching staff, the school nurse, the custodial staff, and the cafeteria staff informed.

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3. PROTECTIVE ACTION OPTIONS - 155.17 (e)(1)(ii) - *continued*

E. LOCK-DOWN

A lock-down procedure is appropriate for situations which mandate that students remain in one location until authorized to move. Protocols for a Lockdown response for each school building are in the Building Safety Plans. General procedures are as follows:

1. A lock-down procedure is called when leaving or walking through the building would endanger the health and safety of the students or staff, i.e. dangerous intruder.
2. The Building Administrator will apprise all building occupants of a lock-down order using a plain language announcement. Students and staff shall remain in their classrooms or work-area until the Building Administrator and/or law enforcement officials open the door.
3. The Building Administrator will contact local 9-1-1 emergency responders and notify the Superintendent.
4. Building staff shall lock their doors and secure students out of the line of sight.
5. Parents will be advised as to preferred responses, and are NOT to report to the school to sign out their child. The Superintendent, or designee, will provide information and updates to parents and the media at the media reception area at a predetermined location.

F. LOCK-OUT

A lock-out procedure most commonly used when the incident is occurring outside the school building, on or off school property, which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building.

1. The Building Administrator, or person-in-charge, will apprise all building occupants that lock-out procedures are being implemented using a plain language announcement.
2. The Building Administrator will contact local 9-1-1 emergency responders (if not first apprised by law enforcement) and notify the Superintendent.
3. If the emergency dictates, building staff should close and lock windows.
4. Students/staff who are on the school grounds will be immediately summoned to return to the school building
5. The Building Administrator will assign selected staff members and/or custodian(s) to secure the building.
6. The main entrance will be monitored. Only AUTHORIZED personnel will be allowed in the building
7. Modify normal dismissal procedures as appropriate.

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3. PROTECTIVE ACTION OPTIONS - 155.17 (e)(1)(ii) - *continued*

G. EARLY DISMISSAL

An early dismissal is appropriate in the event of a system failure, such as heating, plumbing or electrical failure, that renders the building unsuitable for instructional purposes. Early dismissal may also be a viable option for other emergency situations as decided by the District Superintendent. Each Building Safety Plan shall contain provisions on the development of a telephone tree for communications with parents or guardians regarding the early dismissal. That information is detailed in the Building-level plans.

1. Early dismissal is available as a building evacuation option for Emergency situations as decided by the District Superintendent or designee.
2. Similar to evacuation, early dismissal (or “go home”) is merely a procedure for getting students out of the building and united with their families or with responsible individuals who have been designated by the parents to care for the child in their absence.
3. The component districts will be notified when and where to send buses.
4. Emergency contact information will be utilized to facilitate uniting students with their families or with responsible individuals who have been designated by the parents to care for the child.
5. Early dismissal will follow normal dismissal procedures unless the situation warrants otherwise. The Building Administrator or designee, as the Emergency dictates will select alternate dismissal procedures and/or loading areas.

4. PREVENTION AND INTERVENTION STRATEGIES - 155.17 (e)(1)(xvii & v)

OCM BOCES operates a number of specialized programs, some at the District level and some at the building level, which deal with students whose needs and/or disabilities put them at risk of inappropriate or violent behavior. These programs have specialized components to reduce and eliminate the possibility of student violence. Programs include character education, program specific and building wide, DARE programming, violence intervention strategies, behavioral management, and youth court. Three such District-wide programs are described below:

A. SPECIAL EDUCATION PROGRAMS

1. The programs serving students with emotional disabilities provide services including individual counseling, group counseling, psychiatric evaluation, home visits, family counseling and a behavioral management program (including teacher training) in Positive Behavioral Intervention System (PBIS).
2. The code of conduct prohibits bullying, intimidation and harassment. Students engaging in such behavior are dealt with immediately. Students who are victims of such behaviors are given the necessary support services and their parents are notified.
3. The students are closely monitored by trained staff and any indication of violent behavior, e.g. rumor of weapons, and are immediately followed up with the involvement of local law enforcement, social services, mental health services and parents.
4. When students express any suicidal or violent intentions, the staff member alerts mental health services and parents, sometimes leading to hospitalization.
5. When there is any suspicion of abuse, appropriate agencies are notified and investigations are initiated.

B. ALTERNATIVE EDUCATION PROGRAMS

1. The Alternative Education programs deal first with the social issues affecting students' academic achievement and second with academic issues. The programs begin each day with "family groups" and periodic town meetings are held. When necessary, individual counseling is provided.
2. Steps 2, 3, 4 and 5 in Section A, above are followed in Alternative Education programs.

C. CAREER AND TECHNICAL EDUCATION (CTE) PROGRAMS

1. The School Nurse at each site is available to assist staff at each CTE program when contacting acute counseling resources in the community if students are in crisis.
2. The code of conduct prohibits bullying, intimidation and harassment. Students engaging in such behavior are dealt with immediately. Students who are victims of such behaviors are given the necessary support services and their parents are notified.
3. Steps 3, 4, and 5 in Section A, above are followed in Career and Technical Education programs.

**5. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS –
155.17 (e)(1)(xiii & v)**

In order to prevent violence before it begins, staff and students should look for certain warning signs of potentially violent behavior. This information is presented to staff and students in September and is reviewed periodically throughout the school year. These concerns are identified and addressed in the OCM BOCES Code of Conduct. The following list was adapted from the International Association of Chiefs of Police, Guide for Prevention of School Violence. Students and staff who notice these signs should notify a teacher or administrator. Administrators should contact parents, counselors, and or law enforcement officials.

A. INDICATIONS OF POTENTIAL VIOLENT BEHAVIOR

Indications of potential violent behavior include the following:

1. Has engaged in violent behavior in the past.
2. Has tantrums or uncontrollable angry outbursts.
3. Continues exhibiting antisocial behaviors that began at an early age.
4. Forms and/or maintains friendships with others who have repeatedly engaged in problem behaviors.
5. Often engages in name-calling, cursing, or abusive language.
6. Has brought a weapon or threatened to bring a weapon to school.
7. Consistently makes violent threats when angry.
8. Has a substance abuse problem.
9. Is frequently truant or has been suspended from school multiple times.
10. Seems preoccupied with weapons or violence, especially associated with killing humans rather than with target practice or hunting.
11. Has few or no close friends despite having lived in the area for some time.
12. Is abusive to animals.
13. Has too little parental supervision given the student's age and maturity level.
14. Has been a victim of abuse or been neglected by parents/ guardians.
15. Has repeatedly witnessed domestic abuse or other forms of violence.
16. Has experienced trauma or loss in his/her home or community.
17. Pays no attention to the feelings or rights of others.
18. Dwells on perceived slights, rejection, or mistreatment by others; blames others for his/her problems and appears vengeful.
19. Intimidates others, or is a victim of intimidation by others.
20. Seems preoccupied with TV shows, movies, video games, reading materials, or music that expresses violence.
21. Reflects excessive anger in writing projects.
22. Is involved in a gang or antisocial group.
23. Seems depressed/withdrawn or has exhibited severe mood or behavioral swings, greater in magnitude than peers.
24. Expresses sadistic, violent, prejudicial, or intolerant attitudes.
25. Has threatened or actually attempted suicide or acts of self-mutilation.

B. INTERPRETATION OF WARNING SIGNS

The fact that a student exhibits the behaviors above does not necessarily mean that such student is violent. Therefore everyone concerned must take precautions that students are not needlessly stigmatized.

6. COMMUNICATION, EARLY DETECTION AND REPORTING OF POTENTIALLY VIOLENT BEHAVIORS - 155.17 (e)(1)(xvii & v)

OCM BOCES is committed to providing appropriate and quality intervention services for its students. Programs and strategies are developed and provided based upon careful assessment of student and community need. OCM BOCES currently has School Psychologists, School Guidance Counselors, and School Social Workers available to address situations that arise. The following is a list of intervention programs and services currently available at OCM BOCES.

A. PROGRAMS UTILIZED THROUGHOUT OCM BOCES

1. D.A.R.E.
2. Conflict Mediation/Peer Mediation
3. Banana Splits – program for children of divorce
4. Just Say Know Drug Quiz program
5. No Put Downs
6. Assertive Discipline
7. Character Education
8. Brain Gym
9. Adventures in peacemaking (elementary, conflict mediation activities through movement)
10. Grandparents in the classroom
11. Tender Mercies anti-bully program
12. Mentoring
13. Peaceful People – high school student to elementary student mentoring
14. Project Adventure and the Full Value Contract
15. Extended School Day
16. Discipline with Dignity

7. RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE – 155.17 (e)(1)(iii)

OCM BOCES makes continuing efforts to assure that threats of violence are addressed, whenever possible, before any violence actually occurs in the school environment. This protocol is intended to identify credible threats of violence, so that the administration can address such situations before the threat is carried out. This protocol is applicable during any school-sponsored event or function, held on OCM BOCES property or elsewhere.

A. PROCEDURES

The following procedures are separated into several sections in order to reflect those instances where specific individuals may receive a threatened act of violence:

1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume the threat is serious;
 - Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer; and
 - Be available and cooperative in providing a statement or information, with the understanding that the reporting student will remain anonymous to the greatest extent possible.

**7. RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE –
155.17 (e)(1)(iii) - *continued***

A. PROCEDURES - *continued*

2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately report the threat to a school staff member, school administrator or law enforcement officer; and
 - Be available and cooperative in providing a statement of information, with the understanding that the informant parent/guardian will remain anonymous to the greatest extent possible.
3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately report the threat to a school administrator/designee; and
 - Be available and cooperative in providing a statement of information, with the understanding that the informant will remain anonymous to the greatest extent possible.
4. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation;
 - Immediately notify the designated law enforcement agency and provide them with complete information regarding the information received; and
 - Require that the school staff member, if this is the source of the information, provide immediate written statements regarding the information received
 - Where a student makes an implied or direct threat of suicide, harm or other violent act against themselves, the school administrator shall inform parents, guardians or persons in parental relation to the student.
5. Factors to consider when determining whether a threat is credible are listed in Appendix “F,” which contains a threat-assessment flow chart for use by administrators.
6. Once the threat assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up action.
7. If it is agreed that the threat is credible:
 - The administrator will immediately consult with appropriate law enforcement
 - The school administrator shall take appropriate action in accordance with the given instructions
 - The administrator will activate student release if necessary
8. If it is agreed that the threat is not credible, the school administrator shall institute any further action deemed necessary.

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8. RESPONDING TO ACTS OF VIOLENCE - 155.17 (e)(1)(iv)

A. GENERAL

When an “act of violence” (as defined herein) occurs, the incident command system otherwise known as the building response team will follow the protocols established in the Building Level Plan. These include: Determining the level of the threat; Monitoring the situation; Initiate emergency responses as appropriate; contact law enforcement.

B. POST INCIDENT RESPONSE TEAM

1. OCM BOCES has established Post Incident Response Team comprised of an Administrative Team Leader, School Nurse, school Social Worker, and others who will assist the school community in coping with the aftermath of an Emergency or Serious Violent Incident.
2. The Post Incident Response Team will be activated whenever an incident occurs.
3. Additional post-incident response assistance is available, if necessary, through the Onondaga County Department of Emergency Management; 315-435-2525, and the Cortland County Emergency Management Office; 607-753-5065.

C. COUNSELING

Additional mental health services are available through the Onondaga County Department of Mental Health; 315-435-3355, the Cortland County Mental Health Department; 607-758-6100, and Contact Community Services – Student Assistance Program; 315-251-1400.

**9. EMERGENCY RESPONSE PROTOCOLS - 155.17 (e)(1)(xvi)
SITUATIONAL / MULTI- HAZARD RESPONSES - 155.17 (e)(1)(xiv),(xv)**

A. GENERAL PROTOCOLS

The Building Safety Plans contains specific procedures for each Standard Emergency Response as outlined in Section 3 of this Plan. The procedures begin with the incident command system (or building response team) which involves all the key responders in the building and emergency service providers. When considered appropriate one or more of the following responses will be carried out:

1. EVACUATION - Takes place in the event of fire, bomb threat, or other emergency which requires students and staff to leave the building immediately.
2. HOLD-IN-PLACE - Is used to limit movement of students and staff in hallways while dealing with short term emergencies.
3. SHELTERING - May be used in the event of an Emergency where students and staff are instructed to remain in their classrooms/work-areas or instructed to assemble within an inside shelter area (a designated Safety Zone or other designated area. Students and staff are to remain in-place until the situation has passed and until dismissal, relocation or resumption of normal activities occurs.
4. LOCKDOWN – May be used in the event of a dangerous intruder, violence, civil disturbance or other Emergency during which movement about the building would endanger the safety of staff and students.
5. LOCKOUT- May be used in the event of notification that a dangerous person or condition may be a credible threat to the security of the building. All exterior doors are locked and monitored by administrators or other assigned staff.

**9. EMERGENCY RESPONSE PROTOCOLS - 155.17 (e)(1)(xvi)
SITUATIONAL / MULTI- HAZARD RESPONSES - 155.17 (e)(1)(xiv),(xv) - continued**

B. SPECIFIC PROTOCOLS

Confidential procedures for specific emergencies are provided within the Building-level Plans for various contingencies including:

1. Assaults and Fights
2. Biological Agent or Poisonous Substance Threat
3. Bomb Threats
4. Dangerous and/or Armed Persons
5. Fire Alarms
6. Hazardous Material Spill In The Building
7. Hazardous Material Spill Off-Site
8. Medical Needs and Automated External Defibrillators
9. Severe Storm/Flood
10. System Failure (loss of power, heat, water, sewer, gas leak, structural)
11. Threats of Violence – Implied or Direct

10. CONTACTING LAW ENFORCEMENT IN AN EMERGENCY - 155.17 (e)(1)(vi)

Project SAVE requires that this Plan contain procedures for reporting actions that constitute a crime to law enforcement authorities. OCM BOCES is currently working with the office of the Onondaga County District Attorneys to develop a mutually satisfactory protocol for such reporting. Unless and until that protocol is developed, the following procedures shall be followed by BOCES personnel:

A. SEQUENCE OF ACTIONS.

1. The first person who becomes aware of an emergency should notify the Building Administrator's Office.
2. The Building Administrator shall obtain the necessary information including what, where, when, how and the location of any hazard areas and shall cause the appropriate alert notification/evacuation signal(s) to be given.
3. The Building Administrator shall maintain thorough communication links within the school and with outside agencies and personnel:
 - Call 911
 - Call the District Superintendent, or designee, at 315-433-2602
4. The Reporting Guidelines that are set forth in the Building Safety Plans should be implemented depending on the nature of the Emergency.

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**11. COORDINATING THE USE OF BOCES RESOURCES IN AN EMERGENCY
- 155.17 (e)(1)(ix & x)**

A. BOCES RESOURCES AVAILABLE

The following resources are available in the event of an emergency:

<u>RESOURCE</u>	<u>LOCATION</u>
Telephone System	All
Zoned Fire Alarm System	All
Portable Two-way Radios	Facilities – Henry O & M Bldg.
Public Address System	Henry CTE, Crown Rd. McEvoy, Cortland Alt. School
First Aid Supplies	All
Fire Extinguishers	All
Electrical Generators, Fuel Cell	
Water Supply – Fire	All
Flashlights, Batteries	All
Maps (School District Area and Roads)	Facilities - Henry O & M/Each Building
Building Floor Plans	Facilities - Henry O & M/Each Building
Pick-up Trucks, Vans, Snowplows	Facilities - Henry O & M
Maintenance Tools & Equipment:	Facilities - Henry O & M
Portable Electrical Generator	
Portable Water/Mud Pump	
Portable Welder	
Portable Lifts	

B. STAGING AND TREATMENT AREAS

Staging and treatment areas will vary depending on the location of the emergency. Administrators, Supervisory staff and specific individuals will be trained to contact emergency responders, to identify the location of the emergency and identify appropriate areas for staging and treatment. The 911 Center will direct responding police units to travel to this location, specifying the safest and most practical route of travel. Upon arriving, the appropriate emergency responder will either accept or relocate the established staging and treatment areas.

C. LOCATION OF THE INCIDENT COMMAND POST

In the event of a full-scale evacuation of a school, the Incident Command Post will be established at the location specified in the Building Safety Plan, or as otherwise directed by the Incident Commander. This location will be used without regard to where the evacuees are going.

In the event the Emergency requires less than a full-scale evacuation of any school the location of the Command Post shall be determined by the Incident Commander. It shall be established in a safe and accessible location within the outer perimeter. Whenever possible, the Command Post should have the availability of land-line telephone communications.

11. COORDINATING THE USE OF BOCES RESOURCES IN AN EMERGENCY
- 155.17 (e)(1)(ix & x) - continued

D. OCM BOCES PERSONNEL AT THE INCIDENT COMMAND POST

The following BOCES personnel may be summoned to the Incident Command Post during a declared emergency:

1. The Building Administrator or Site Supervisor, or in his or her absence, a designated staff person. He or she shall be designated the Incident Commander until law enforcement or emergency services personnel arrive. He or she shall bring the Emergency Response Bag for the affected school.
2. The Director of Facilities, or in his or her absence, a designated member of the Maintenance and Operations staff. He or she shall bring a radio capable of operating on BOCES radio frequencies.
3. The school secretary for the involved building shall bring the school's Emergency Response Bag.
4. The School Safety Team for the affected building should report immediately to the designated command post unless otherwise instructed.
5. Other personnel as directed by the Incident Commander.

E. DUTIES OF THE DISTRICT SUPERINTENDENT

1. The District Superintendent, or designee, shall serve as the chief emergency officer responsible for coordinating communication between school staff, parents/guardians, law enforcement, first responders and the community. The chief emergency officer shall also be responsible for ensuring the completion of, and annual updates to, the district-level and building-level emergency plans.
2. The District Superintendent, or a designated administrator, will represent OCM BOCES as part of the staff at the Command Post.
3. The District Superintendent or designee will be responsible for acting as liaison between the Incident Commander and the faculty and staff. He or she will act as the representative of OCM BOCES, will facilitate OCM BOCES' response to the emergency, and advise the Incident Commander with regard to problems or concerns brought to his or her attention by faculty, staff or students.
4. The District Superintendent or designee shall also be responsible for:
 - Mobilizing BOCES personnel and resources as necessary
 - Designating a staff member to organize OCM BOCES' response as parents or guardians inquire either via telephone or in person as to the health and safety of their children;
 - Providing information to OCM BOCES Spokesperson with the approval of the Incident Commander;
 - Performing other duties as assigned by the Incident Commander;
 - Maintaining an updated list of radio and television station telephone numbers for use in an emergency. A copy of the list has been provided to selected administrators;
 - Reviewing and revising this Plan, as necessary, at least once per year and ensuring that any updates to the Plan, including the building specific appendices, are distributed to all holders of the Plan including emergency services agencies;
 - Directing that each Building Administrator review the Building Safety Plan for his or her school to update any personnel changes. A copy of any changes shall be sent to the District Superintendent for inclusion in the Emergency Response Bag at each site, with copies provided to emergency response agencies.

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11. COORDINATING THE USE OF BOCES RESOURCES IN AN EMERGENCY
- 155.17 (e)(1)(ix & x) - continued

E. DUTIES OF THE DISTRICT SUPERINTENDENT - *continued*

5. The Superintendent or designee will maintain contact with the buildings affected by the Emergency. When notified of an Emergency, the Superintendent's office will ensure that Police and Emergency Agencies have been notified as a first priority. The Superintendent's office will also alert the Assistant Superintendents, the Director of Facilities, and the OCM BOCES Spokesperson, where appropriate.
6. If an evacuation is ordered and off-site location sheltering is initiated, the Superintendent or designee may request Administrative Office personnel to report to the relocation site to help assist with the arrival of students from the building affected by the emergency.

F. DUTIES OF THE BUILDING ADMINISTRATOR OR SITE SUPERVISOR

1. Review this Plan and the Building Safety Plan for your school prior to each school year with the Building Administrator.
2. Provide collaborative support and assistance for Fire and Rescue Personnel.
3. Establish plans for the transport of all staff and students for each school building upon evacuation.
4. Work with the Building Administrator or site supervisor will make arrangements for creating maps or folders which will show the Safety Zone for each school and for determining pick-up of students and handicapped passengers at each school's Safety Zone and delivery of students at each school's designated Relocation Center.
5. Maintain close contact with the Incident Commander at the Emergency Command Post.
6. Prepare a plan for food preparation/distribution during situations that require students/staff to be sheltered for an extended period.

G. DUTIES OF FACULTY AND STAFF

In the event of an Emergency, the faculty and staff will have the following duties:

1. Each teacher and non-instructional staff member must immediately notify the Building Administrator whenever a situation arises that threatens the safety of an individual. At no time, should a staff person place themselves at risk and attempt to deal with an Emergency such as a fire or dangerous intruder. It is essential that no time is lost in communicating the existence of an Emergency so outside help can be summoned and the Building Response Team for the school can be alerted to initiate the correct emergency response. It is imperative that the guidelines contained within this plan be followed in the event of an Emergency.
2. All BOCES employees have responsibility to protect and maintain the health, safety, and welfare of students. Staff members may be assigned to accompany and supervise students. In an Emergency, ordinary rules of work hours, work sites, job descriptions and other contractual provisions are subject to State, County, or BOCES directives.
3. Faculty and staff shall, when instructed by the Building Administrator, direct the safe and orderly evacuation of students and lead them to designated Safety Zone, avoiding any hazard zones.

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11. COORDINATING THE USE OF BOCES RESOURCES IN AN EMERGENCY
- 155.17 (e)(1)(ix & x) - continued

G. DUTIES OF FACULTY AND STAFF - *continued*

4. Building Administrators will designate staff to bring the “Gotta-Go Bag” for all emergencies. This bag will go with each Building Administrator for all evacuations (inside, outside and off site). It should be within close reach and accessible at all times, and should be checked and updated regularly. This bag should contain:
 - A flashlight and spare batteries
 - Updated class rosters for each class using the room
 - Emergency evacuation (including assisted evacuation) plans
 - Latex gloves
 - Pen and paper
 - Names and telephone numbers of crisis team members
 - List of assigned roles for school personnel
 - If you have been assigned a walkie-talkie (two-way) radio, the batteries need to be checked regularly and a spare battery kept near the radio.
 - Other items as deemed necessary
5. Special area teachers and non-instructional employees shall report to the designated Safety Zone and help where needed to chaperone or supervise students.
6. Upon arrival at the designated Safety Zone or relocation site, the faculty will be responsible for assisting in identifying missing students. Thereafter, they shall be responsible for maintaining order, providing support, and escorting students to Safety Zones or relocation site.
7. In the event that faculty, staff or students cannot be evacuated from an area, the faculty and staff shall take measures to protect the students in place until a rescue can be accomplished.

H. DUTIES OF CUSTODIANS

The custodial staff shall follow the direction of the Director of Facilities, the Building Administrator or the incident commander depending upon the situation. The custodial staff may be called upon to do the following during an Emergency:

1. Shut down gas, electricity, and/or water if needed depending upon damage to the building. Otherwise, maintain utilities and building systems as directed.
2. Maintain communication and be sure that radio communication is “open” throughout the Emergency situation.
3. Provide support and be alert to needs of staff and students.
4. Cooperate with police, fire and EMS personnel, and provide requested information, advice, assistance, and active support.
5. Secure the building and check to ensure that everyone is evacuated.

11. COORDINATING THE USE OF BOCES RESOURCES IN AN EMERGENCY
- 155.17 (e)(1)(ix & x) - continued

I. DUTIES OF THE SCHOOL NURSE

The school nurse shall have the following duties in the event of an emergency:

1. Plan a Treatment Area to handle injuries, and work in advance to be sure there is a procedure to provide care for injured students and staff during any emergency. Collaborate with the Building Administrator to create this plan and ensure that adult help is available, as part of this plan, should the need arise. Remember that this area may have to be located in the designated Safety Zone or at a Relocation Center away from the normal supplies at school.
2. Maintain adequate supplies for emergencies. Part of this need will include First Aid Kits that can be taken to the command post or relocation sites should the need arise.
3. In the event of an evacuation, the School Nurse shall be responsible for bringing medical records of those students with special needs and any medications to be dispensed to the designated Treatment Area. There the nurse will assist EMS personnel in evaluating and treating injured persons.
4. Carry out first aid in the Safety Zone and/or at the Relocation Site as needed.
5. Maintain a list of emergency medical conditions and needs for all students.

J. DUTIES OF THE DIRECTOR OF FACILITIES

In the event of an Emergency, the Director of Facilities will have the following duties:

1. Mobilize maintenance personnel to assist (where appropriate) the school building affected by the Emergency. If electrical, HVAC, plumbing, and other building concerns need to be addressed because of the emergency, he or she will coordinate the delivery of these services.
2. Be prepared to share blueprints for any and all school buildings to police or Emergency officials whenever needed.
3. The Director of Facilities will also set up:
 - A system for sharing blueprints of our buildings if needed during an Emergency
 - A system for alerting his staff to assignments either during or after any Emergency. This would include possible cleanup duties after an Emergency
 - A procedure for the assignment and use of, powered equipment, maintenance vehicles, and other equipment from OCM BOCES to assist as part of any Emergency
 - Radio communications with the building(s) affected by an Emergency, and with local law enforcement so that maintenance efforts are efficiently and safely conducted.
4. Report to the Command Post, bringing any building plans, system operating instructions or other materials that may be of value to Emergency personnel.
5. Recommend a plan and process for resuming normal school operations. Work with Emergency Personnel and the Building Administrator to return school operations to normal as soon as possible.

11. COORDINATING THE USE OF BOCES RESOURCES IN AN EMERGENCY
- 155.17 (e)(1)(ix & x) - continued

K. DUTIES OF SECRETARIAL AND SUPPORT STAFF

As directed by the Building Administrator, the building secretarial and support staff shall take an active role in performing the following tasks:

1. Assist with communications by maintaining the radio and/or phone contact. Alert appropriate agencies and BOCES personnel.
2. Provide information to staff as directed and ensure that enrollment and medical emergency cards are available to proper school officials or rescue personnel.
3. Assist the school nurse, teachers, or other colleagues as directed.
4. Establish and implement a procedure for checking out students to parents or guardians who come to school to take students home. Also, set up an “office” in the Safety Zone if this area is activated.

L. DUTIES OF THE SPOKESPERSON

In any situation where normal school activities are disrupted, it is crucial to recognize the obligation to inform the public of the problem and how OCM BOCES is responding to it. OCM BOCES will use public information procedures on a regular basis to announce school emergencies, cancellations and dismissals. The District Superintendent or designee shall assign a person to serve as BOCES Spokesperson and Spokesperson for the Incident Commander. The Spokesperson will be responsible for organizing information that is transmitted to the media and to parents during emergencies.

1. The overall functions of the Spokesperson will be:
 - To provide correct information to the public, by telephone, media or letter as appropriate, as to what is occurring and BOCES response;
 - To coordinate with other agencies that may be responding to the situation to ensure that the public is receiving a clear and consistent report of official information;
 - To act as a liaison between the media, the public and BOCES administration who are involved in decision making and the operational response to the emergency;
 - To organize OCM BOCES’ response to parents; and
 - To provide for rumor control by keeping a TV set or radio tuned to a news station in Command Center only (not in classrooms and/or public places). The Spokesperson shall verify ALL facts and update the Fact Sheet as needed.
2. The Spokesperson shall respond to the designated Media Assembly Area and clearly identify himself or herself to the press as the official Spokesperson for the Incident Commander.
3. All news releases and public statements on behalf of OCM BOCES shall be made by the Spokesperson, or with his or her prior approval. Other persons should not submit to interviews or make statements without first conferring with the Spokesperson.

**11. COORDINATING THE USE OF BOCES RESOURCES IN AN EMERGENCY
- 155.17 (e)(1)(ix & x) - *continued***

L. DUTIES OF THE SPOKESPERSON - *continued*

4. The Spokesperson shall NOT provide speculative information or offer opinions with regards to:
 - Causes or motives for the incident
 - Extent of casualties or damage
 - Expected duration of the operation
 - Liability or responsibility for the incident
 - Tactical responses, operations or considerations
5. All information released to the public must be factual or confirmed by the Incident Commander. The Spokesperson shall relay specific inquiries to the Command Post, which will respond to the media through the Spokesperson.
6. The Spokesperson should request that the media direct all parents to the person(s) specified in the School Building Safety Plan for information about, and reunification with, their children.

**12. EMERGENCY ASSISTANCE FROM OTHER GOVERNMENTAL AGENCIES –
155.17(e)(1)(viii)**

In an Emergency, an appropriate responsible staff member will contact the 911 center for fire, EMS, or law enforcement response. In the event of a broad scale Emergency, it may become necessary to contact local governmental agencies such as the Highway Department or the Onondaga County Emergency Management Center for assistance, or Cortland County Fire and Emergency Management/Public safety Department. Each Building Safety Plan contains the names and the phone numbers of other agencies that may be contacted as appropriate.

13. INTER-AGENCY ADVICE AND ASSISTANCE – 155.17(e)(1)(viii)

In the event of an Emergency, the Superintendent, or designee, the Building Principal/Site Supervisor or alternate person-in-charge, may need to contact specific emergency agencies as dictated by the situation, see Appendix B; “Emergency/Agency Telephone Numbers” for a listing.

14. INTERNAL AND EXTERNAL NOTIFICATIONS – 155.17 (e)(1)(xix & xi)

A. OCM BOCES SITES

Upon notification or declaration of an emergency, the District Superintendent, or designee, will contact all OCM BOCES locations to communicate emergency information and instructions.

B. COMPONENT DISTRICTS

Upon notification of an emergency from the District Superintendent, each building Administrator or Site Supervisor will initiate their procedures to contact all component school districts, as necessary, and communicate emergency information and instructions.

14. INTERNAL AND EXTERNAL NOTIFICATIONS – 155.17 (e)(1)(xix & xi) - continued

C. PARENTS, GUARDIANS AND COMMUNITY

1. Parental Notification

At the start of the school year or when students enroll the following is provided to and obtained from parents or guardians:

- Notification that the child may be sent home early in the event of emergency;
- The name and telephone number of employers at which to contact parents in the event of early dismissal;
- Alternate plans for the child's welfare if neither parent can be informed of early dismissal; and
- Special students' needs: medical and other.

2. Parental and Community Notification

The District Superintendent or designee shall provide selected administrative staff with a list of radio and television station telephone numbers for use in an emergency. During a local or state emergency, the District Superintendent or a designated spokesperson shall act as the chief communication liaison for all emergency response agencies within OCM BOCES, and shall address all news media.

During an Emergency, parents will be anxious for accurate information regarding school operations and as to the health and safety of their children.

- The Building Administrator(s) or Site Supervisor(s) shall designate an individual to organize OCM BOCES' response to parents as they inquire via telephone or in person (i.e., Parent Staging Area) during emergencies.
- The names of any students released shall be communicated to the Command Post.

D. STATE EDUCATION DEPARTMENT

The District Superintendent will be responsible for notifying The New York State Education Department, as soon as possible whenever the emergency plan results in the closing of a school building within OCM BOCES (except routine snow days).

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15. SCHOOL SAFETY PERSONNEL – 155.17(e)(1)(xviii)

A. ALL STAFF

At the present time OCM BOCES does not have any specific personnel designated for building safety/security. However, in the process of training all instructional, clerical, custodial, and other support staff, we review safety procedures for violence prevention and intervention strategies. In addition, all staff have been given instructions in responding to threats of violence, bomb threats and mail threats/suspicious packages.

General Duties of all staff would include:

- Inform the administration in a timely manner of problems and potential problems. Report all suspicious conditions, violent incidents and emergency situations to the Building Administrator
- Supervise students under your charge and monitor behavior during the day
- Supervise areas in the immediate vicinity of your classroom. Help maintain order in corridors, classrooms, and other areas in the school building or on school property. Provide assistance to other instructors and the Building Administrator as necessary in emergency situations or during student unrest
- Summon the School Nurse and 9-1-1 emergency responders, as necessary, when medical attention is required
- Working with Building Administrators and guidance counselors to present problems of truancy and work on solutions
- May be responsible for security procedures such as checking the condition of classrooms and securing doors and windows after classes have ended.

16. MULTI-HAZARD SCHOOL SAFETY TRAINING – 155.17(e)(1)(xiv)

A. TRAINING OF STAFF

1. Specific training shall be provided for school staff who have been assigned specific roles and areas of responsibility in the Building Safety Plan. Any person or agency that has been assigned an area of responsibility in this plan should have appropriate training.
2. Training for BOCES staff is conducted throughout the school year. This training is conducted annually, as outlined in Section 17 (A) (1), to insure school staff and students understand emergency procedures and to review any changes to this Plan or the Building Safety Plans. OCM BOCES coordinates with the Onondaga County Sheriff's Department, NY State Police, and other local emergency responders to conduct Incident Command Training, Violence Prevention Training, as well as additional incident specific programs.
3. Training can entail short briefings, or presentations related to any aspect of preparedness. The training should convey the importance of everyone's role in implementing an effective school emergency response.

17. SCHOOL SAFETY TRAINING FOR STAFF AND STUDENTS

A. RESPONSIBILITIES OF OCM BOCES

All Building Administrators and Program Supervisors will perform the following tasks with respect to training for staff and students.

1. Review BOCES Safety Plan, and the Building Safety Plan, for their particular building with their staff no later than September 15 of each academic year. All BOCES staff shall receive annual training on the emergency response plan, and shall include, but not be limited to, violence prevention and mental health. New employees hired after the start of the school year shall receive training within thirty days of such hire.
2. Prepare step-by-step, warning and response actions for specific anticipated emergency situations.
3. Prepare an emergency warning system that is in place and functional, for informing parents, guardians and the community of the actual or impending activation of Emergency Response Procedures by OCM BOCES.
4. Prepare education, training, and drills required to assure effective operation of the plan.

B. RESPONSIBILITIES WITH RESPECT TO STAFF

The following tasks shall be performed by the Building Administrators with respect to staff training. Specifically:

1. Assign emergency responsibilities to staff regarding individual capacities and normal service functions for each anticipated emergency situation.
2. Cross-train staff and volunteers so the plan or part of the plan does not become non-functional if one person is absent.
3. Require emergency preparedness training for all students and staff.
4. Adapt Emergency preparedness training to individual capabilities and limitations including persons with disabilities.
5. Provide orientation and annual in-service Emergency preparedness training of staff and volunteers.

18. EMERGENCY DRILLS AND EXERCISES – 155.17(e)(1)(xv)

A. CONDUCT OF DRILLS

1. OCM BOCES program sites will hold one annual early dismissal and sheltering drill as well as routine fire drills. Periodic exercises and drills will also ensure the school staff's ability to effectively respond to emergencies and reveal shortcomings in the emergency plan.

18. EMERGENCY DRILLS AND EXERCISES – 155.17(e)(1)(xv) - continued

A. CONDUCT OF DRILLS - *continued*

2. Each Building Administrator will make arrangements to conduct the drills for their building. These drills must be conducted in accordance with State Education Department regulations:
 - Conducted at least once every school year;
 - Inclusive of transportation and communication procedures; and;
 - Held with at least one week's notice to parents or guardians
 - Early dismissal drills shall occur not more than fifteen (15) minutes earlier than normal dismissal time
3. If requested, the Building Safety Team will assist in conducting drills. The Building Safety Team will evaluate the response, with local police and fire departments if possible, in order to improve the overall level of preparedness.
4. Emergency services agencies and OCM BOCES will cooperatively conduct meetings to discuss the Building Safety Plans. Periodic exercises will assess the emergency responses outlined in the plan and the ability of participants in a simulated emergency. Such training may include “tabletop exercises” where participants do a verbal walk through of an emergency response situation. The School Safety Team for each building is available to assist in coordinating these simulations. This test is intended to reveal and correct any shortcomings within the plan.

B. FIRE AND EMERGENCY DRILLS

A total of 12 emergency drills shall be conducted each year, with eight occurring before December 31st. The Building Administrator will make the appropriate local emergency responder officials aware of the timing of these drills. Emergency drills must be taken seriously at all times. In buildings where students are housed, teachers shall implement the procedures outlined in the Building-level Plan.

Eight (8) of these drills shall be evacuation drills and four (4) shall be lock-down drills. Drills shall be conducted at different times of the school day. At least one (1) of the twelve (12) drills shall be held during each of the regular lunch periods, or shall include special instruction on the procedures to be followed if a fire occurs during a student's lunch period.

At least two (2) additional drills shall be held during summer school in buildings where summer school is conducted and one (1) of these drills shall be held during the first week of summer school.

19. PLAN DISTRIBUTION AND REVIEW

A. COPIES OF THE PLAN

A copy of this Plan shall be kept in the office of the District Superintendent, Assistant Superintendent for Administration, Assistant Superintendent for Instructional Support Services, Assistant Superintendent for Student Services, Director of Facilities, Building Administrators, Coordinator of Health & Safety, and Site Nurses.

20. IMPLEMENTATION OF SCHOOL SECURITY – 155.17(e)(1)(xii)

Certain procedures minimize or provide early warning of problems when unwanted persons are in a school building. The following procedures shall be implemented to improve security in the buildings:

A. BASIC PROCEDURES

1. All BOCES employees are required to wear an employee badge whenever they are in any OCM BOCES facility, except as exempted for specific safety reasons. This includes all shifts and all levels of employment.
2. When school construction/renovation work is anticipated to occur on regularly scheduled school days, all contractor employees shall wear identification badges.
3. General access to buildings shall be limited to a clearly identified central access. All entrances, including the main access at specific educational sites, shall be locked and secured while classes are in session.
4. Electronic key card entry, CCTV/buzzer systems, ADT security system, exterior lighting, administrative procedures

B. VISITOR PROCEDURES

The District Superintendent encourages parents/guardians and other citizens to visit OCM BOCES schools and classrooms. The community should feel welcomed in our schools. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Building Administrator, or designee, is responsible for all persons in the building and on school grounds. In light of today's security concerns building accessibility needs to be balanced with the safety of our students and staff.

As such, the following rules apply to visitors to the schools:

1. Signs shall clearly designate public entrances and sign-in procedures.
2. Anyone who is not a regular staff member or student of the school will be considered a visitor.

Onondaga-Cortland-Madison BOCES
District-Wide Safety Plan

20. IMPLEMENTATION OF SCHOOL SECURITY – 155.17(e)(1)(xii) - *continued*

B. VISITOR PROCEDURES - *continued*

3. All visitors are required to report to the main entrance or office and sign a guest book. Guest books shall be maintained for two years.
If a staff member observes a visitor, including a vendor, who is not known to them, the staff member shall request that person to identify themselves. If such a request is ignored, the staff member shall report to the Building Administrator, or designee, that an unauthorized person is in the building or immediately call law enforcement based upon a threat assessment.
4. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or after school public events are not required to Register or sign in the building.
5. All visitors are expected to abide by the rules for public conduct while on school property as outlined in the OCM BOCES Code of Conduct. Inappropriate conduct shall be reported to the Building Administrator or event supervisor immediately.
6. The Building Administrator is responsible to enforce OCM BOCES Code of Conduct as applied to visitors.

C. STAFF RESPONSIBILITIES

1. All staff should be aware of conditions in and around the building and report anything unusual to supervisors. Staff should scan their areas before leaving at night and upon entering in the morning to check for any unusual packages or items. Anything suspicious should be reported immediately to their supervisor or immediately call law enforcement based upon a threat assessment.
2. Upon observing a dangerous or armed person, school staff are not to engage that person but immediately call law enforcement and report their presence to the Building Administrator immediately. The Building Safety Plans contain detailed procedures for dealing with armed or dangerous persons.

21. INDIVIDUAL BUILDING INFORMATION

Each Building Safety Plan contains maps and floor plans of the buildings, and information on the number of staff and students in that school.

Onondaga-Cortland-Madison BOCES
District-Wide Safety Plan

APPENDIX A

ADMINISTRATIVE LIST AND CONTACT INFORMATION

NAME	TITLE	BUILDING	PHONE#
Ayers, Deborah	Assistant Superintendent for Administration (until 10/6/17) After 10/6/17 - TBD	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY,13088)	315-433-2614
Behan, Emily	Assistant Principal, Alternative Education	OCM BOCES Crown Rd. Campus (4500 Crown Road, Liverpool, NY, 13090)	315-453-4660
Belanger, Gretchen	Principal, Alternative Education	OCM BOCES Crown Rd. Campus (4500 Crown Road, Liverpool, NY 13090)	315-453-4473
Bergman, Doreen	Coordinator, School Library System	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-453-2670
Brigham, Barbara	Administrator, Special Education	Solvay Middle School (299 Bury Drive, Solvay, NY 13209)	315-488-9034
Bufano, Joseph	HR Director/School Attorney	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-433-2631
Clapp, Kevin	Director of Technology	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-8307
Clark, Jason	Coordinator, Model Schools	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-2627
Clark, Karen	Director, Alternative Education (Until 12/30/17; Eff. 01/02/18 - Chris DiFulvio)	OCM BOCES Port Watson Street /Cortland Alternative School (250 Port Watson St, Cortland, 13045)	607-758-9564
Coffey, Jayne	Principal, Alternative Education	OCM BOCES Port Watson Street /Cortland Alternative School (250 Port Watson St, Cortland, 13045)	607-758-9564
Cooper, Beth	Principal, Special Education	OCM BOCES Crown Rd Campus (4500 Crown Road, Liverpool, NY 13090)	315-453-4441
Daignault, David	Coordinator, Health & Safety	OCM BOCES Thompson Road Campus/O & M Building (6820 Thompson Road, Syracuse, NY 13211)	315-431-8591
Darmody-Latham, Julie	Principal, Special Education	OCM BOCES Crown Rd Campus (4500 Crown Road, Liverpool, NY 13090)	315-453-4409
Davies, Carole Ann	Principal, Special Education	OCM BOCES Cortlandville Campus (1710 NYS Route 13, Cortland, NY 13045)	607-758-5241
DeForest, Lorianne	Supervisor, Data Analysis Services	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-2247
DiFulvio, Christopher	Principal, Career & Technical Education (Until 12/30/17; Effective 01/02/18 - TBD)	OCM BOCES Cortlandville Campus (1710 NYS Route 13, Cortland, NY 13045)	607-458-5260

Onondaga-Cortland-Madison BOCES
District-Wide Safety Plan

Dillon, Richard	Assistant Director, Operations	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY13211	315-433-8337
Dodds, Jeremy	Supervisor, Data Analysis Services	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-8314
Duffy, Steve	Coordinator, Training & Continuing Ed.	OCM BOCES Cortlandville Campus (1710 NYS Route 13, Cortland, NY 13045)	607-758-5196
Finlon, Bryan	Administrator, Special Education	OCM BOCES Thompson Road Campus/Henry CTE Building (6820 Thompson Road, Syracuse, NY 13211)	315-362-2693
Graham, Jason	Manager, Network Operations	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-8349
Grome, Phillip	Director, Career & Technical Education	OCM BOCES Thompson Road Campus/Henry CTE Building (6820 Thompson Road, Syracuse, NY 13211)	315-433-8407
Grund, Rosanna	Director, Special Education	OCM BOCES Crown Rd. Campus (4500 Crown Road, Liverpool, NY 13090)	315-453-4467
Heller, Michael	Manager, Technical Support	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-8371
Hill, Dennis	Manager, Payroll & Specialized Services	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-433-2626
Hunn, Peter	Principal, CTE	OCM BOCES Thompson Road Campus/Henry CTE Building (6820 Thompson Road, Syracuse, NY 13211)	315-431-2234
Jacob, Virginia	Project Manager, Financial Services	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-8363
Joyce, Sean	Manager, Central Services	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-431-8584
Keim, Joanne	Principal	OCM BOCES Port Watson Street/Seven Valleys New Tech Academy, 242 Port Watson Street, Cortland, NY 13045	315-431-8590
Kershner, Sheri	Manager of Business Services	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-433-2614
Koch, Karen	Assistant Director, Special Education	OCM BOCES Crown Rd. Campus (4500 Crown Road, Liverpool, NY, 13090)	315-453-4489
Lockwood, Michael	Project Manager, OCM BOCES Technology	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-431-8569
Mackey, Kimberly	Coordinator SE-SIS	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-431-8563

Onondaga-Cortland-Madison BOCES
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Muller, Andrew	Principal, Alternative Education	OCM BOCES Thompson Road Campus/Alternative High School (6820 Thompson Rd, Syracuse, NY 13211)	315-431-8400
Manning, Jody	District Superintendent	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-433-2602
Mazzaferro, Pamela	Director, CNY Regional Information Center	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-2643
Morris, Anthony	Manager, Central Business Office	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-433-2278
Nickerson, Scott	Project Manager, Printing/Mass Communications	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-2229
O'Hora, Siobhan	Supervisor, SE-SIS	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-431-8471
Oyer, Ryan	Administrator, Special Education	OCM BOCES Crown Rd. Campus (4500 Crown Road, Liverpool, NY, 13090)	315-453-3369
Payette, Janel	Coordinator, Special Education Technical Assistance	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-433-2660
Pettitt, Mark	Director, Personnel and Labor Relations	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-433-2631
Pollard, Eric	Assistant Director, Instructional Technology and Design	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-2652
Rogers, Cheryl	Administrator, Special Education	OCM BOCES Cortlandville Campus (1710 NYS Route 13, Cortland, NY 13045)	607-758-5114
Rosado-Barringer, Tanya	Coordinator, R-BERN	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-433-2664
Rossomano, Annmarie	Administrator, Special Education	OCM BOCES Thompson Road Campus/Henry CTE Building (6820 Thompson Rd, Syracuse, NY 13211)	315-362-2690
Scott, Joseph	Project Manager, Managed Technical Support Services	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-8322
Smith, Crystal	Coordinator, Health Occupations	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-453-4423
Spath, Amy	Coord., Distance Learning & Spc. Projects	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-8332
Spong, Jennifer	Assistant Superintendent for Instructional Support Services	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-433-2624
Tarolli, Matthew	Coordinator, Training & Continuing Ed.	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-453-4466

Onondaga-Cortland-Madison BOCES
District-Wide Safety Plan

Tryon, Steven	Manager, Information Security and Disaster Recovery	OCM BOCES CNYRIC (6075 East Molloy Road, Syracuse, NY 13211)	315-433-2280
Ukleya, Mari	Director, Adult Education	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-453-4428
Viggiano, Colleen	Assistant Superintendent for Student Services	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-433-2604
Whisher-Hehl, Jessica	Coordinator, Innovative Teaching	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-433-2671
Williams, Penny	Coordinator, Youth Development	OCM BOCES Main Campus (110 Elwood Davis Road, Liverpool, NY 13088)	315-433-8560
Wisniewski, John	Director of Facilities	OCM Thompson Road Campus/O & M Building (6820 Thompson Road, Syracuse, NY 13221)	315-431-8577
Wood, Deborah	Assistant Principal	OCM BOCES Thompson Road Campus/Henry CTE Building (6820 Thompson Road, Syracuse, NY 13221)	315-431-2234

APPENDIX B

EMERGENCY/AGENCY TELEPHONE NUMBERS

<u>Agency</u>	<u>Phone</u>
<u>County Emergency Management Office</u>	
Onondaga County	315-435-2525
Cortland County	607-753-5065
<u>Fire Department</u>	911
Non-Emergency Administrative Numbers	
East Syracuse Fire Department	315-425-3333
DeWitt Fire Department	315-446-3195
Cortland Fire Department	607-756-5611
Homer Fire Department	607-749-3121
<u>Ambulance</u>	911
<u>Police</u>	911
Non-Emergency Administrative Numbers	
New York State Police (School Outreach)	315-366-6077 (Troop D – Onondaga & etc.)
New York State Police (School Outreach)	607-561-7400 (Troop C – Cortland & etc.)
New York State Police	607-756-5604 (Homer Barracks)
Onondaga County Sheriff's Department	315-435-2111
Cortland County Sheriff's Department	607-753-3311
DeWitt Police Department	315-425-2333
<u>Health Department</u>	
Onondaga County Health Department	315-435-3233
Cortland County Health Department	607-753-5036
<u>Highway Department</u>	
Onondaga County Highway Department	315-469-1664
Town of DeWitt Highway Department	315-437-8331
Cortland County Highway Department	607-753-9377
Dept. of Envir. Conserv. (DEC Region 7 Onon.)	315-426-7519
Dept. of Envir. Conserv. (DEC – Cortland)	607-753-3095
<u>Other Agencies/Utility Providers</u>	
Poison Control Center	1-800-252-5655
Onondaga County Water Authority (OCWA)	315-455-7061
City of Cortland Water Department	607-753-3061
	water emergency 607-753-0421
National Grid	1-800-642-4242
	gas emergency 1-800-892-2345
NYS Electric & Gas (NYSEG)	607-756-2816
American Red Cross of Syracuse	315-425-1666
American Red Cross of Cortland	607-753-1182
<u>State Education Department</u>	
Facilities Planning	518-474-3906

APPENDIX C

Violent and Disruptive Incident Reporting (VADIR)

Overview

The New York State Education Department's (SED's) Uniform Violent and Disruptive Incident Reporting System (known as VADIR) gathers data on violent and disruptive incidents in schools and uses the information to comply with State and Federal reporting requirements and to identify schools as persistently dangerous, as required by the No Child Left Behind Act (NCLB) of 2001. Beginning in 2006, in addition to the list of persistently dangerous schools, the Department has issued a watch list of schools whose number and types of violent incidents warrant concern and increased monitoring, but are not sufficient to identify them as persistently dangerous.

All public schools, boards of cooperative educational services, charter schools and county vocational education and extension boards are required to maintain individual incident reports on violent and disruptive incidents occurring on school property, which includes incidents occurring in or on a school bus as defined in Vehicle and Traffic Law § 142, and at school functions. These individual incident reports are not submitted to SED, but should be retained by the school for six years and be made available for review upon request by SED.

Each year, school superintendents and chief school officers of charter schools are required to submit to SED a *Summary of Violent and Disruptive Incidents* report (*VADIR Summary Form*) for each school in the district or each charter school for the prior school year (July 1st through June 30th). The *VADIR Summary Form* includes information derived from the individual incident forms such as tallies of incidents, offenders, and victims by type of incident, as well as other information relating to school safety. School superintendents and chief school officers of charter schools complete the *VADIR Summary Form* online using the web-based Basic Education Data System (BEDS) but SED also makes available a paper version of the form to facilitate recordkeeping and data entry. In many cases school personnel complete the paper form and then forward it to the superintendent for review, certification, and entry of the data into the online BEDS system's *VADIR Summary Form*.

A "violent or disruptive incident" in a school setting is defined under section 100.2 of the NYS Education law and relates specifically to such activities that occur on the property of the school district, board of cooperative educational services or county vocational education and extension boards. Specific reporting requirements are linked to any and all "violent" incidents that occur on "School Property" which means "in or within any building, structure, athletic field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus ..."

APPENDIX C – continued

Violent and Disruptive Incidents (VADIR) - Data Collection

For the most current information, go to:

http://www.p12.nysed.gov/irs/school_safety/school_safety_data_collection.html

APPENDIX C-2

Synopsis of Child Abuse Reporting in an Educational Setting Sect, 1128 Article 23B of Ed Law

DEFINITIONS

- (1) Child Abuse refers to any of the following acts committed in an educational setting:
 - Intentionally or recklessly inflicting physical injury, serious physical injury or death
 - Intentionally or recklessly engaging in conduct which creates a substantial risk of such physical injury, serious physical injury or death
 - Any child sexual abuse
 - The commission or attempted commission against a child of the crime of disseminating indecent materials
- (2) A child is a student under the age of 21 who is enrolled in a school district within this state, other than a school district within a city having a population of over one million or more.
- (3) Employee and volunteer refer to individuals who provide service to a school or school district with or without compensation.
- (4) Educational setting refers to the property of the school district, board of cooperative educational services or county vocational education, extension boards, vehicles provided by the district for student transportation purposes, and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.

DUTIES: Direct Care Staff

Immediately, in any case where an oral or written allegation of child abuse in an educational setting is made to a teacher, school nurse, school guidance counselor, school psychologist, school social worker, school administrator, school board member or other school personnel required to hold a teaching or administrative license or certificate:

- (a) Promptly complete the attached “Child Abuse In An Educational Setting Confidential Report of Allegation” reporting form filling in all required fields.
- (b) Promptly “personally deliver” a copy of this report to the school administrator of the school in which the child abuse allegedly occurred.
- (c) In any case where it is alleged that a child was abused in a school or school district, other than the one he or she attends, the report of such allegations should be promptly forwarded to the superintendents of the school where the student attends as well as the school district where the abuse allegedly occurred.
- (d) Any employee or volunteer who reasonably and in good faith makes a report of allegations of child abuse in an educational setting to a person and in a manner described in Article 23-B “Child Abuse in an Educational Setting” shall have immunity from civil liability which might otherwise result by reason of such actions.

CONFIDENTIALITY

Records, reports, other written materials, and photographs taken concerning a reported allegation of child abuse in an educational setting shall be confidential and shall not be redisclosed except to law enforcement authorities involved in an investigation or pursuant to a court ordered subpoena.

APPENDIX C-2 - Continued

DUTIES: School Administrators/superintendents

Immediately, upon receipt written report alleging child abuse in an educational setting where there is a reasonable suspicion to believe that an act of child abuse has occurred:

- (1) Where the subject child has made the allegations:
 - (a) promptly notify the parent of such child that an allegation of child abuse in an educational setting has been made and provide them with a written statement of parental rights and responsibilities
 - (b) where a school administrator receives a written report promptly provide a copy of the report to the superintendent
 - (c) Promptly forward such reports to the appropriate law enforcement authorities. In NO event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent
- (2) Where the parent of the child has made the allegation:
 - (a) promptly provide the parent with a written statement of parental rights and responsibilities
 - (b) where a school administrator receives a written report promptly provide a copy of the report to the superintendent
 - (c) Promptly forward such reports to the appropriate law enforcement authorities. In NO event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent
- (3) Where a person other than the subject child or the parent of a subject child has made the allegation:
 - (a) promptly notify the parent of such child that an allegation of child abuse in an educational setting has been made and provide them with a written statement of parental rights and responsibilities
 - (b) ascertain from the person making such a report the source and basis for such allegations
 - (c) where a school administrator receives a written report promptly provide a copy of the report to the superintendent
 - (d) Promptly forward such reports to the appropriate law enforcement authorities. In NO event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent
- (4) Any school administrator or superintendent who reasonably and in good faith makes a report of allegations of child abuse in an educational setting to a person and in a manner described in Article 23-B "Child Abuse in an Educational Setting" shall have immunity from civil liability which might otherwise result by reason of such actions.

ADDITIONAL DUTIES: School superintendents

- (1) Where the superintendent has forwarded a Child Abuse in an Educational Setting report to law enforcement, he or she shall refer such report to the commissioner where the employee or volunteer alleged to have committed the act of child abuse in an educational setting holds certification or license.
- (2) A report which is made and does not, after investigation, result in a criminal conviction shall be expunged from any record which may be kept by a school or school district with respect to the subject of such a report after a period of five years from the date of the making of such report or at such earlier time as such school, or school district, as the case may be, determines

APPENDIX C-2 – Continued

Notifying Parents

Dear _____,

Today's Date

When it has been determined that reasonable suspicion exists concerning a reported allegation of child abuse in an educational setting, the building administrator must promptly notify the parents and forward a copy of the report to the superintendent and to appropriate law enforcement authorities. I am writing to inform you that such an allegation has been made concerning _____ and that the OCM BOCES is following all regulations in compliance with New York State law.

Because a reasonable suspicion does exist action has been taken to ensure the safety of your child as well as the other students and we will keep you informed of the status of this investigation.

Please call me with any questions or concerns that you have.

Respectfully,

Administrator

APPENDIX D

BOMB THREAT FORM

Date: _____ Time: _____ a.m. _____ p.m. _____

Name of Recipient: _____

Location of Recipient: _____

Telephone Number of Recipient: _____

Exact Words of Person Placing Call: _____

QUESTIONS TO ASK (for use with bomb threat only):

1. When is bomb going to explode? _____

2. Where is bomb right now? _____

3. What kind of bomb is it? _____

4. What does it look like? _____

5. Why did you place the bomb? _____

APPENDIX E

TELEPHONE THREAT INFORMATION SHEET

DESCRIPTION OF SUBJECT'S VOICE:

Male _____ Female _____

Young _____ Middle-Aged _____ Old _____

Tone of Voice: _____

Accent: _____

Background Noise: _____

Is voice familiar? _____

If so, who did it sound like? _____

Time suspect hung up: _____ a.m. _____ p.m. _____

REMARKS: _____

APPENDIX F

THREAT ASSESSMENT REPORT FORM

Date: _____ Time: _____ a.m. p.m.

Location/Building: _____

Name of Threat-maker: _____ Male Female

Relationship to school/recipient: _____

Exact Words of threat: _____

How the threat-maker appeared (physically and emotionally): _____

Names/Actions of others directly involved: _____

When incident occurred: _____

Where incident occurred: _____

Name(s) of potential victims: _____

Physical conduct that would substantiate intent to follow through on the threat (tone of voice, actions): _____

Events prior to incident: _____

Any history leading up to the incident: _____

What event(s) triggered the incident: _____

Names/Positions of responding staff: _____

Consequences or impact of incident: _____

Conclusion of incident: _____

Status of threat-maker: _____

Steps taken to ensure the threat will not be carried out: _____

Person Completing Form: _____

Forward Completed Form to Building Administrator Immediately

APPENDIX G

PROCEDURES FOR CLEANING UP BODY FLUID SPILLS

These procedures must be used to clean up all spills involving: vomitus, blood, feces, urine, semen or vaginal secretions.

1. PUT ON PROTECTIVE GLOVES

Wear disposable gloves. If unanticipated contact occurs immediately wash affected areas with soap and water.

2. CLEAN UP

For small spills, use paper towels to wipe up then use clean paper towels with soap and water. For larger spills, apply an absorbent material (i.e., Discard, Quaff) until absorbed then vacuum or sweep up all material. Place all waste in a plastic bag and seal.

3. DISINFECT AREA

For hard surfaces such as floors use a clean mop and disinfectant. Shampoo carpets, rugs and cloth furniture with disinfectant.

4. BAG DIRTY MATERIALS

Place all disposable items in plastic bag, remove gloves and seal. Note: Clothing and other non-disposable items should be rinsed in a disinfectant solution and placed in a plastic bag to be sent home.

5. DISPOSE OF DIRTY MATERIALS

Place all bags of disposable waste into another plastic bag (double bag), secure and dispose of immediately in dumpster located outside building. Dispose of dirty water down the drain.

6. CLEAN EQUIPMENT

Rinse broom, dustpan, mop bucket or other equipment in disinfectant solution then rinse thoroughly with hot water. Soak used mops in fresh disinfectant solution then rinse thoroughly. Disinfectant solution should be promptly disposed of down the drain.

7. WASH HANDS

Wash hands with soap and water. Bar soap is acceptable.

APPROVED DISINFECTANTS

The disinfectant must be able to kill bacteria, fungi, viruses and tuberculosis causing organisms. The following disinfectants are registered by the United States Environmental Protection Agency (EPA) for use in schools; 3M #10 Quaternary Disinfectant, Quest, DMQ Disinfectant and Neutralizer.

Onondaga-Cortland-Madison BOCES
District-Wide Safety Plan

APPENDIX H

DISTRICT-WIDE SAFETY TEAM / COMMITTEE

NAME	POSITION/JOB TITLE
Ayers, Deborah	Assistant Superintendent for Administration
Bufano, Joseph	Director of Human Resources/School Attny.
Clark, Karen	Director of Alternative Education
Daignault, David	Coordinator; Health, Safety & Risk Mgmt.
TBA	OCMBFT Representative
Grome, Phillip	Director of Career & Technical Education
Richard Hobson	Maintenance Worker II, Crown Road Campus
Koch, Karen	Asst. Director of Special Education, CTC
Manning, Jody	District Superintendent
Mitchell, Renee	Teaching Asst., Special Education, McEvoy
Viggiano, Colleen	Assistant Superintendent of Student Services
Wisniewski, John	Director of Facilities

APPENDIX I

Procedures if Students Are Missing During Out-of-School Activities

Students on field trips must always be in the sight of staff and under their supervision. Student emergency information forms should be taken on all fieldtrips in the event phone numbers and other pertinent information are needed.

1. In the event a student runs away or is missing, staff will look for them and continue to do so until they are found or, it becomes unsafe for the staff to continue to search.
2. In the event a student is missing and appears to be in any danger, police, parents and administration will be notified immediately.
3. In the event a student is missing due to running away or being lost in a reasonably safe area (museum, park) for more than ½ hour, program administration and police must be called, and parents notified. The superintendent and assistant superintendent should be notified as soon as possible.
4. In the event a student is missing due to running away or being lost, a responsible adult must stay in the area until the matter is resolved. Missing students must never be left at any location even if assumed safe.
5. Immediately following an event where a student or students were missing due to running away or being lost, a complete report of the incident will be prepared for the superintendent and assistant superintendent. A staff meeting will be held in the affected program for the purpose of preventing future incidents by review of procedures.