

DISTRICT-WIDE SAFETY PLAN

Erie 2-Chautauqua-Cattaraugus BOCES
(E2CCB)

2026-27

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Comprehensive District-Wide Safety Plan

INTRODUCTION

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Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. As required E2CC BOCES has developed this **Comprehensive District-Wide Safety Plan** designed to prevent or minimize the effects of serious violent incidents and emergencies, and to facilitate the coordination of the District with local and county resources in the event of such incidents or emergencies. The District-Wide Plan is responsive to the needs of all schools within E2CC BOCES and is consistent with the more detailed Emergency Response Plans required at the school building level. Districts are at risk of a wide variety of acts of violence, and natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the District and its schools.

E2CC BOCES supports the SAVE Legislation, and has engaged in a planning process that involves and continues to involve the collaboration of all segments of the E2CC BOCES community as is demonstrated by the make-up of the District-Wide Safety Team. The District Superintendent encourages and advocates on-going District-Wide cooperation and support of Project SAVE.

The District-Wide Plan is made available to the public. However, confidential information and tactical strategies for responding to critical events are not disclosed because disclosure of such information threatens the safety of students, staff and the public. The Building Level Emergency Response Plans include the details that are required by Education Law §2801-a will be kept confidential and that are prohibited from disclosure. The District-Wide Plan is a comprehensive reflection of the building Emergency Response Plans. Every Building Level Emergency Response Plan is customized to the individualized needs of the program, but all plans are in keeping with the intent of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

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A. PURPOSE

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The E2CC BOCES **Comprehensive District-Wide Safety Plan** (as required by the SAVE Law – Safe Schools

Against Violence in Education – Commissioner of Education Regulation 155.17) has been established to provide for the safety, health and security of both students and staff.

E2CC BOCES refuses to tolerate violence or threats of violence on school grounds and by implementation of this Plan will make every effort to prevent violent incidents from occurring. The appropriate authority and budgetary resources are provided in support of this effort. Violence prevention is the responsibility of the entire school community and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against.

B. IDENTIFICATION OF SAFETY TEAMS

District-Wide Safety Team (DWST) (Planning Team)

The E2CC BOCES Board appointed a **District-Wide Safety Team** at a regular meeting of the Board On Wednesday, June 9th, 2021. The team is charged with the development and maintenance of the **Comprehensive District-Wide Safety Plan**. The E2CC BOCES District-Wide Safety Team consists of representatives of the Board, students, teachers, administrators, parent organizations, school safety personnel, and other school personnel. The individuals may change on an annual basis due to changes in staff, students and parents at E2CC BOCES. Program Directors are encouraged to attend DWST meetings.

The current members of the team and their affiliations are as follows:

District-Wide Safety Team 2026-2027 Representative of:	Name	General Phone Number
Board Member	Gregory Cole	(716) 673-3127
Deputy Superintendent	Bryna Moritz	(716) 549-4454 x 4011
Director of Management Services & Operations	Ron Wasik	(716) 549-4454 x 4031
Assistant Superintendent	John Griesmer	(716) 549-4454 x 4037
Executive Director of Finance	Michael Carter	(716) 549-4454 x 4058
Executive Director of HR	Laurie LiPuma	(716) 549-4454 x 4006
Public Information Officer	Mike Rukavina	(716) 672-4371 x 2042
Director of ISS	Melissa Rivers	(716) 672-4371 x 2012
Teacher	TBD	(716) 549-4454 x 4056
Associate Director of Technology	Bob Spino	(716) 672-4371 x 2031
Principal LoGuidice	Joe Pagan	(716) 672-4371 x 2002
Principal Hewes	Paul Mihalko	(716) 763-1801 x 3005
Principal Ormsby	Laura Sokol-Scott	(716) 652-8250 x 5227
Principal Baker	Brandon Hafner	(716) 662-0135 x 6003
Principal Maple	Laura Geraci	(716) 672-4371 x 2312
Principal Carrier	Jessica Sullivan	(716) 549-4454 x 4102
Principal WNY CAM P-TECH	Heather Banks	(716) 805-3070 x 6201
Principal WNY P-TECH	Jeff Teluk	(716) 672-3250 x 2801

Bloom at Rogers Elementary	Matthew Moore	(716) 672-3244 x 3301
Coordinator of Health, Safety & Energy	Richard Chase	(716) 672-4371 x 2055
District Safety Specialist	Martin Buczkowski	(716) 672-4371 x 2044
Director of Facilities	Tim Rowan	(716) 672-4371 x 2065
School Resource Officer	Tim Riley - LoGuidice/Hewes	(716) 672-4371 x 2075
School Resource Officer	Kris Gustafson - Maple Avenue	(716) 672-4371
School Resource Officer	Robert Simmons - Baker Road	(716) 662-0135

Responsibilities of the District-Wide Safety Team

The District-Wide Safety Team recommends actions that they feel are necessary to prevent school violence in E2CC BOCES schools to the Superintendent and Board. The Team meets at least annually and minutes of each meeting are kept. An agenda is established prior to each meeting. The Team has the responsibility for developing and auditing the Comprehensive District-Wide Safety Plan to determine its success in violence prevention. Some of the team's primary responsibilities include:

- 1) Recommending training programs for students and staff in violence prevention.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing District-Wide Response Plans to acts of violence.
- 4) Communicating the Plan to students and staff.
- 5) Reviewing previous incidents, as compiled by the Building-Level Safety Teams, of violence and examining existing records to identify patterns and trends that may indicate causes of violence (OSHA Logs – SH900; Incident and Injury Reports; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.). Making recommendations necessary for change.
- 6) Reviewing Building-Level Emergency Response Team security analyses to evaluate the potential for violence. Recommending improved security measures.

District-Wide Emergency Response Team (Response Team)

The District-Wide Emergency Response Team is responsible for decision-making, advising, and coordination of resources during both District-Wide and building-level emergencies. This team uses the National Incident Management System (NIMS) Incident Command structure with a designated chain-of-command (Appendix G). Individual members of the Team will be activated to fulfill needed roles depending on the scope of the emergency. The initial Team is comprised of:

District Superintendent
Deputy Superintendent
Assistant Superintendent for Curriculum & Instruction
Director of Facilities
Directors of Departments affected SROs
Coordinator of Health, Safety & Energy

c. CONCEPT OF OPERATIONS

The **Comprehensive District-Wide Safety Plan** is directly linked to and incorporates all **Building- Level Emergency Response Plans** that have been developed by the **Building-Level Emergency Response Team** appointed by the Building Principals. Protocols reflected in the Comprehensive District-Wide Safety Plan have guided the development and implementation of individual Building- Level Emergency Response Plans.

Building-Level Emergency Response Teams

In addition to the District-Wide Safety Teams, each E2CC BOCES Center has developed two emergency teams:

Building-Level Emergency Response Team – responsible for planning. And has responsibilities during an emergency. Includes the Building Incident Commander chain of command; Area Leaders and Alternates; First Aid & AED Teams; Scribes; and Custodial Services. In a bomb threat, it additionally includes the Volunteer Search Team which assists emergency service responders in the bomb search.

Building-Level Post-Incident Response Team – responsible in the aftermath of an emergency to get a program back into operation. In addition to those staff members listed as part of the Emergency Response Team, includes the Building Crisis Counseling Team.

E2CC BOCES recognizes that it may be subject to a number of potentially disruptive events and this was a driving force in developing the Comprehensive District-Wide Safety Plan. The key to being prepared for emergencies is effective emergency management through a rapid, well-planned response and this is the goal of both E2CC BOCES District-Wide and Building-Level Emergency Response Plans. The Plans were designed with the philosophy that every E2CC BOCES employee is a vital resource and has an important role in accomplishing our goals in an emergency. The Plans contain specific instructions for faculty and staff to follow in the event of emergencies and follow the National Incident Management System (NIMS) chain of command Incident Command structure.

In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the Building Incident Commander and the Building-Level Emergency Response Team.

Upon activation of the Building-Level Emergency Response Team, the Building Incident Commander will ensure that the appropriate local emergency response officials and Program Director are notified by whatever means necessary and available (p.12). The Program Director will notify the Office of the District Superintendent and other key personnel, as appropriate (Emergency Response Flowchart, Appendix A, p.31).

The nature of any given emergency dictates the degree of interaction with both State and Local Emergency Response Agencies. If necessary, E2CC BOCES will call upon local, county and state resources listed on the Emergency Service Agencies list in Appendix B pages 32-33 to supplement efforts. The E2CC BOCES Health, Safety & Energy Office has assisted in development of protocols for accessing these services.

PLAN REVIEW AND PUBLIC COMMENT

Pursuant to Commissioner's Regulation, Section 155.17(e)(3), this Plan was made available for public comment at least 30 days prior to its adoption. The District-Wide Plan and Building-Level Plans were adopted by the Board after one public hearing that provided for the participation of school personnel, parents, students and any other interested parties. The Plan was formally adopted by the Board on September 5, 2001.

This Plan is reviewed periodically during the year and is maintained by the District-Wide Safety Team. The required reviews are completed annually on or before September 1 of each year since its adoption by the Board on September 5, 2001. The District-Wide Plan is posted on the District's web site and a hard copy is available upon request from the Administration Office of the District.

Although the Building-Level Emergency Response Plans are linked to the Comprehensive District-Wide Safety Plan, in accordance with Education Law §2801-a, the **Building-Level Plans are confidential and are not subject to disclosure**. This further ensures safety at the building-level and reduces the potential for planned sabotage. Building-Level Emergency Response Plans were filed with both **Local and State Police within 30 days of adoption** and have been updated periodically, as needed.

D. ELEMENTS OF THE COMPREHENSIVE DISTRICT-WIDE SAFETY PLAN

As per New York State Education Law Chapter 181 § 2801-a (2), the E2CC BOCES Comprehensive District-Wide Safety Plan contains the following elements:

- ❖ Identification of sites of potential emergencies.
- ❖ Plans for responses to emergencies including school cancellation, early dismissal, evacuations and sheltering.
- ❖ Responses to an implied or direct **threat of violence** by students, teachers, other school personnel as well as visitors to the school, including threats by students against themselves.
- ❖ Responses to **acts of violence** by students, teachers, other school personnel as well as visitors to the school, including acts by students against themselves.
- ❖ Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs.
- ❖ Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- ❖ Identification of District resources and coordination of such resources and workforce available during an emergency.
- ❖ Designation of the chain-of-command (**Incident Command Appendix G**)
- ❖ Plans to contact parents and guardians or persons in parental relation to the students of the district in the event of a violent incident and in the event of an implied or direct threat of violence by such student against themselves.
- ❖ School building security (**Board Policy 3500, Appendix F**)
- ❖ Dissemination of information regarding early detection of potentially violent behavior.
- ❖ Plans to conduct drills and exercise the Emergency Response Plan including reviews of tests.
- ❖ Annual school safety training for students and staff; provided that the district must certify to the commissioner that all staff have undergone annual training on the emergency response plan, and that the school safety

training include components on violence prevention and mental health, such training may be implemented and conducted in conjunction with existing professional development and training; provided however that new employees hired after the start of the school year shall receive training within thirty days of such hire or as part of a district's existing new hire training program, whichever is sooner.

- ❖ Protocols for bomb threats, hostage taking, intrusions and kidnapping.
- ❖ Strategies for improving communication and reporting of potentially violent incidents.
- ❖ A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

A. PREVENTION/INTERVENTION STRATEGIES/PROGRAM INITIATIVES

Program Initiatives

These are the programs, strategies and activities that E2CC BOCES is using or may use for violence prevention and intervention and improving communication among students and staff, and for the reporting of potentially violent incidents.

E2CC BOCES provides a way to report concerning behavior using Sandy Hook Promise, an Anonymous Reporting System on our website. This system allows both students and adults to securely submit anonymous safety concerns anytime to help identify and prevent violence, suicide, bullying and any other dangerous behavior. Students and building team members have been trained for this system.

E2CCB is also participating in CSTAG (Comprehensive School Threat Assessment Guidance) training- level 1 and level 2. Each building team has been trained. This includes BOCES and our component districts.

E2CCB has also implemented Youth Mental Health First Aid, with all staff members being trained to help identify students that may be in crisis, and to direct them to the most appropriate resource for help.

E2CCB has also enlisted the services of Mr. Don Shomette as a safety and security consultant. On March 17, 2023, Don presented a workshop to all staff focusing on school safety and the role of staff members in buildings related to safety. Throughout the spring of 2023, Don performed safety walks at each of our centers to identify areas of concern and make recommendations for improvement. The reports have been disseminated to appropriate staff members for review and actionable next steps.

Due to the variety and nature of E2CC BOCES programs, not all programs, strategies and activities are used in every program. Different ones are used in different programs as appropriate.

School Violence Prevention and Intervention Training

Each instructional employee completes at least one training session in school violence prevention and intervention lasting at least two hours containing the content as specified by the Project SAVE law. Employees of all the instructional departments in E2CC BOCES attended this session at the onset of the law. Each new employee since that time has been presented with the material at the annual Superintendent's Conference Days.

Non-Violent Conflict Resolution Training Programs

Designed to teach staff and students comfortable ways to end disputes. This helps students reach a peaceful

solution to student conflicts. Programs vary from building to building but all involve the active participation of the entire school community. It is not always a formal program, but part of everyday activities.

Special Education Strategies (Some of these strategies used in other programs as well)

Pupil personnel services; Behavior Intervention Plans (BIPs); Positive Behavioral Intervention Supports (PBIS) program; Psychological services; Counseling; Intensive Support Program (ISP) for psychiatric care; Building Crisis Teams; Crisis/Support rooms; Behavior classes; and high ratio of staff members to students. Student assemblies are provided related to the prevention of school violence which promote diversity tolerance and prevention of bullying. Staff is provided with opportunities to attend workshops and conferences focused on managing student behavior and developing prosocial skills in students. Crisis Prevention Institute (CPI) training is provided to Special Education staff as nonviolent crisis intervention training including methods for diffusing disruptive and assaultive students.

Regional Schools and Instructional Programs Strategies

Teachers are provided with a continuity of presentations on the topic of Character Education and Service Learning in order to implement the strategies of Student Leadership, Character Education and Citizenry into the school climate. Superintendent's Conference Days are used to provide informational sessions on these topics as well as on behavior management plans, and on gangs and bullying. Staff development is provided on behavioral management practices in the classroom. Programs are developed to individualize transition plans for each student exiting BOCES' alternative schools. **E2CC BOCES Programs for "at risk" students**

These are all small, structured programs with individualized attention paid to students by empathetic teachers. School psychologists and other support professionals provide individual counseling, crisis management and anger management.

B. TRAINING, DRILL, AND EXERCISES

It is E2CC BOCES policy to fully comply with all applicable safety standards and laws and specifically to be in compliance with Commissioner of Education Regulation 155.17 including the requirement to have multi-hazard training for staff and students. The best way to train students and staff on emergency response procedures so that they are prepared for multi-hazards is through annual drills and exercises in each school building. Based on the determination of the District-Wide Safety Team and the Building-Level School Safety Team, the following methods may be used and, if so, will be documented on the Report of Mandated Drills form, which is part of the Building-Level School Safety Plan.

- ✓ Early Go-home drill (E2CC BOCES will not conduct Go-home drills before the end of the school day due to transportation issues and concern for Special Education students)
- ✓ Live drill including sheltering, evacuation, lockout, lock-down
- ✓ Live drill for specific responses (i.e. hostage taking, bomb-threat, etc.)
- ✓ Table top exercises - During these problem solving exercises a team meets to discuss emergency scenarios and work through possible problems that might occur. They determine how to resolve these issues, thereby addressing and eliminating potential problems before an emergency occurs.
- ✓ Emergency Response Team exercises - These drills test whether team members are clear on their role during an emergency without staging a live drill of the entire building.

E2CC BOCES recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, E2CC BOCES invites local agencies to participate in and to help evaluate exercises. These agencies include but are not limited to local Police and Fire Departments, Rescue and Ambulance Services, Local Emergency Management Offices and the E2CC BOCES Health & Safety Office. E2CC BOCES also has staff members involved in incidents and drills to fill out the School Emergency Response Assessment, which is part of the Building-Level School Safety Plan. The Building-Level School Emergency Response Team debriefs and analyzes these to help improve the response in the future.

Annual training is also given at each school building on its Building-Level Emergency Response Plan, including: how to summon assistance in the event of an emergency; special procedures for bomb threats, hostage-taking, intrusions and kidnapping; post-incident procedures including medical follow-up and the availability of counseling and referral. Staff receives written information in the form of the Building- Level Emergency Functional Annexes SHELL Poster, which is part of the Building-Level School Safety Plan. Trainers are knowledgeable and familiar with the E2CC BOCES Comprehensive Safety Plan. The district must certify to the commissioner that all staff have undergone annual training on the emergency response plan, and that the school safety training include components on violence prevention and mental health, such training may be implemented and conducted in conjunction with existing professional development and training; provided however that new employees hired after the start of the school year shall receive training within thirty days of such hire or as part of a district's existing new hire training program, whichever is sooner.

All potential E2CC BOCES employees undergo a rigorous screening and hiring process (**Board Policy 6012, Appendix C**) including required fingerprinting. Some school programs have school resource officers, entrance and hall monitors. Employees whose duties include entrance and/or hall monitor duties, as well as all teacher aides, are provided with a detailed job description and instruction on those duties. They are responsible to supervise students in halls during lunch period and student breaks and provide assistance to students, as needed. They are to help maintain order and discipline and assist in managing the behavior of students, including crisis intervention. They receive Safety Care training, so that they may assist in crisis intervention, de-escalate potentially violent situations, and participate in restraining disruptive or dangerous physical behavior, as needed. They are required to identify and promptly report safety hazards to designated building personnel. All employees are to direct all visitors to sign-in and sign-out, and to obtain and wear a visitor's badge. They are to report possible intruders to the Campus Administrator. They receive annual training in the Emergency Response Plan.

Social Emotional Learning

Students are facing immense challenges and respond to such challenges in varying ways. As a result, improving school climate where students make caring connections, build trust, and display respect is critical. Helping students develop skills around social emotional learning (SEL) are crucial to a student's school, career, and life success. Assessing SEL is essential to assuring students feel they have a comfortable and safe learning environment. E2CCB will utilize SEL screening tools to assess and improve student SEL competencies and school climate. Educators will be provided information on individual student SEL abilities and understanding, resulting in SEL instruction integrated into the classroom.

c. IMPLEMENTATION OF SCHOOL SECURITY

Security measures currently include:

- ✓ Employees are required to wear picture IDs, provided by BOCES.
- ✓ ID cards tied into door access systems in ALL locations. (**Appendix F – Board Policy 3500**)
- ✓ Signs directing visitors to the main office or reception desk in all buildings.
- ✓ Sign-in/sign-out stations with procedures, including the distribution of and requirement for visitors to wear visitors' badges, at the reception desk (staffed by entrance monitors and/or aides) or main office (office staff) in all buildings and programs.
- ✓ Video surveillance and intercoms at entrances with locked doors and buzz-in systems.
- ✓ Perimeter doors of all buildings kept locked.
- ✓ Indoor and outdoor video surveillance cameras in key locations at all buildings. (**Appendix D – Board Policy 1328**)
- ✓ Hall monitors in some Special Education programs.
- ✓ All employees, including entrance and hall monitors, are authorized to question persons without visitors' badges and send and /or accompany them to the main office.
- ✓ Trained Crisis Teams in place are activated as needed.
- ✓ Contractors wear picture IDs as per RESCUE regulations.
- ✓ All Facilities custodial and maintenance staff wear uniforms with their names and the BOCES logo.
- ✓ Periodic security audits performed by Safety Risk staff.
- ✓ School Resource Officer (SRO) as a resource for students and staff. (See Duties of SRO)
- ✓ Other methods as deemed necessary based on a constant review of current practices.
- ✓ Not all security measures are implemented in every E2CC BOCES location. Measures are applied as determined by the needs of the program.

Duties of the School Resource Officer

The SRO is an officer first and is sworn to uphold the law. The SRO is not a school disciplinarian nor invited to intervene in school administration, unless a crime is expected of being committed. School discipline is the responsibility of the school administrator. The School District will have a signed Memorandum Of Understanding (MOU) with either the city, village or town Police Department to provide the SRO to the School District. The MOU will be kept on file in the Assistant Superintendent's Office.

- ❖ The SRO will assist the school administration in maintaining a safe and secure environment.
- ❖ The SRO and the school principal will formulate plans and strategies to prevent and/or minimize dangerous situations that might occur on campus.
- ❖ Abide by school board policy, New York State Education Law, and all other New York State Law governing conduct of a police officer
- ❖ The SRO will provide a highly visible presence to deter or identify trespassers on campus.
- ❖ Provide a program of educational leadership by acting as a guest speaker in addressing tobacco, alcohol, and other drug issues, and in addressing violence diffusion, and violence prevention, and safety issues in the school community
- ❖ Act as a communication liaison with law enforcement agencies and provide basic information concerning students on the campus served by the officer
- ❖ Present programs to parents on issues related to tobacco, alcohol, and other drugs, violence prevention, and safety
- ❖ Provide informational in-series for staff on issues related to alcohol and other drugs and the law, violence, gangs,

safety, and security

- ❖ Gather information regarding potential problems such as criminal activity, gang activity and student unrest, and attempt to identify particular individuals who may be a disruptive influence to the school and/or students
- ❖ Assist in maintaining order and enforcing school policies on school property. In conjunction with school officials, the SRO will take the appropriate law enforcement action, consistent with a police officer's duty. As soon as practical, the SRO shall make the principal of the school aware of such action. At the principal's request, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SRO may do so under the authority of the law. Whenever practicable, the SRO shall advise the principal before requesting additional police assistance on campus.
- ❖ Refer students and/or families to the appropriate agencies for assistance when need is determined.
- ❖ The SRO shall not act as a school disciplinarian. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law enforcement action is appropriate.
- ❖ The SRO can perform other duties as may be mutually agreed upon in writing by both the local Police Department and the District.
- ❖ To counsel students in special situations when requested by the principal, student, or parent
- ❖ To investigate criminal activity on or around school property
- ❖ To assist other officers with outside investigations relating to students
- ❖ To provide security at school events and/or functions of necessary.
- ❖ Maintain a professional demeanor at all times in the performance of his/her duty as a School Resource Officer.

VITAL EDUCATIONAL DISTRICT INFORMATION

Each **Building Level School Emergency Response Plan** contains vital information within the Building Information Report section of the plan, such as school population, number of staff, transportation needs and telephone numbers of key educational officials. E2CC BOCES District Administration maintains copies of this information.

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D. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIOR

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- ✓ E2CC BOCES programs are designed to identify potentially violent behaviors and work directly with students and families.
- ✓ E2CC BOCES disseminates informative materials (when deemed appropriate) and provides training regarding the early warning signs and detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the District or board, students and other persons deemed

appropriate to receive such information. However, many E2CC BOCES Special Education, Alternative Schools, and Career Education students are placed in E2CC BOCES programs due to behavior that could be characterized as potentially violent. Therefore, it has been determined, after extensive discussion, by the District-Wide Safety Team that mailing parents and other persons in parental relation standard brochures on warning signs of potentially violent behavior is inappropriate for the population served by many programs.

- ✓ Training is conducted by in-house staff, local agencies, consultants or others as deemed appropriate.
- ✓ Staff receive training, such as Safety Care to prepare staff for violent incidents and lessen their impact, and in early intervention/prevention strategies.
- ✓ Employees receive annual multi-hazard training on the Emergency Response Plan. This training may address topics including the early detection of potentially violent behavior.

HAZARD IDENTIFICATION (SITES OF POTENTIAL EMERGENCY)

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As part of each Building-Level Emergency Response Plan, each Building-Level School Emergency Response Team determines sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to all school buildings, playground areas, and properties adjacent to schools, off-site athletic fields, buses and off-site field trips.

All Campuses are vulnerable to potential emergencies due to manmade and natural incidents:

- Roadway transport accidents
- Railroad transport accidents
- Industrial and agricultural site chemical leaks and/or fires
- Municipal/commercial services failures (water, sewage, phone, data and electricity)
- Severe weather emergencies common to Western New York

SECTION III: RESPONSE

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E2CC BOCES requires all incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented by the Program Administrator. With the realization that employees and students may otherwise be reluctant to come forward, all E2CC BOCES programs maintain confidentiality. Individuals are assured that there will be no reprisal for reporting their concerns.

The School Building Administrator or Designee is responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff is provided as part

of the violence prevention training program. The goal is that each incident will be reported to and evaluated by the Building-Level School Emergency Response Team and will be compiled and reported to the District-Wide Safety Team for evaluation of the Violence Prevention Program.

Relationships will be established with local law enforcement officials and emergency response agencies at the building level. Representatives from these agencies (SRO – School Resource Officers, Fire and Emergency Medical Responders) will be asked to participate on Building-Level Emergency Response Teams.

A. REPORTING

Once an incident has been reported, and depending on its severity, the School Building Administrator or Designee will:

- ✓ Report it to the local Police Department (see **Notification and Activation below**).
- ✓ Secure the area where the disturbance has occurred. (**Crime Scene Management**)
- ✓ Ensure the physical safety/medical management of students/staff remaining in the area as soon as possible.
- ✓ Ensure that while responding to the incident, the remainder of the building remains appropriately supervised (**Activate Hold-in-Place**).
- ✓ Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain. If necessary, evacuate or shelter as per Building-Level Emergency Response Plans.
- ✓ Provide notification to the District Administration.
- ✓ Provide incident debriefing to students/staff as needed. Notify parents, as appropriate.

B. NOTIFICATION AND ACTIVATION (INTERNAL AND EXTERNAL COMMUNICATION)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships are established by participation of local emergency response officials on Building-Level Safety Teams. The Emergency Response Services and individuals, and appropriate means of contact are documented in the Building-Level Response Plans. Additionally, the local agencies are identified with the telephone number in the Emergency Telephone Numbers section of Building Plans. A compilation of those numbers is included here in **Appendix B, p. 32**.

To ensure the fastest response, individual employees are instructed that they may dial 911 to contact emergency service agencies in an emergency, but must inform their Principal, Administrator/Building Incident Commander immediately afterwards.

Internal communication is of prime importance and is detailed in the Building-Level Emergency Response Plans based on the equipment available, building layout, staffing, etc. in each building. The specific method of notification to be used will be determined on an incident by incident basis by the Building Incident Commander based on the most effective and appropriate communication methods available during the incident. Below is a list of possible communication methods within E2CC BOCES.

The Building Incident Commander is responsible for notifying Emergency Response agencies and the District Office, which is then responsible for ensuring that all other necessary notifications are made. This enables the Building

Incident Commander to direct all of his/her attention to the emergency (**Appendix A, Emergency Response Flowchart, p. 31**).

The BOCES-Wide Incident Commander and the E2CC BOCES District-Wide Emergency Response Team will determine what notification is appropriate and necessary for all other BOCES programs concerning a specific disaster or act of violence and will instruct all Building Principals/Program Administrators to take appropriate action.

The E2CC BOCES District Superintendent is responsible for notifying all E2CC Component Districts of county-wide emergencies and acts as the chief communication liaison for all E2CC educational locations. The same methods of communication listed below will be used to inform BOCES programs and educational locations based on the most effective and appropriate communication methods available during the incident.

Depending on the nature of the emergency, some of the communication methods that will be used within E2CC BOCES for internal communication, as well as for external communication will include:

- Telephone (hard-wired)
- Cellular telephone (with texting capability for times when networks are saturated)
- Fax
- E-mail
- Internet
- Maintenance department radio system
- Building Level Emergency Response Team Radios
- NOAA weather radio (located in the main office of each program)
- Intercom
- Public address system
- Alarm systems
- Runner (within a building or campus)
- Mobile message transport by vehicle or foot (between buildings)
- OneCall rapid calling system (for staff & student notification)
- Local media and Emergency Alert
- Others as deemed necessary

Plans to Contact Parents and Guardians

Every effort will be made to directly contact parents/guardians or designated emergency contacts by telephone in the event of a violent or other emergency incident or an early dismissal. Some programs have rapid calling system capabilities, which will be used. In other programs, individual telephone calls will be made to the parents/guardians or

emergency contacts of students by the staff of the individual programs under the direction of the Principal/Administrator or designee. The District Office may take over this task in an evacuation. The E2CC BOCES District Superintendent's Office is responsible for contacting the school districts whose students are affected. Those districts may in turn have their own method of contacting parents/guardians. In some cases, it may additionally be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media by the E2CC BOCES Public Information Officer. At no time will E2CC BOCES special education students be returned to unoccupied, unsupervised homes. E2CC BOCES is prepared to shelter any student who does not have a parent or guardian at home at the time of the incident.

C. SITUATIONAL RESPONSES

RESPONSES TO THREATS OF VIOLENCE (IMPLIED OR DIRECT THREATS)

Response actions in individual buildings will include:

- Inform building Principal of implied or direct threat
- Level of threat determined by the Building Principal in consultation with Program Director
- Use of staff trained in de-escalation techniques (Safety Care) such as Crisis Response Team Contact law enforcement, if necessary
- Monitor situation, adjust response as appropriate, utilize Building Emergency Response Team, if necessary

RESPONSES TO ACTS OF VIOLENCE (ACTUAL)

The following procedures will be followed when responding to actual acts of violence:

- Determine the level of threat
- Student's Behavior Intervention Plan followed, if appropriate, including temporary placement of the student in crisis/time out rooms Use of staff trained in de-escalation techniques (CPI and Second Step) such as Crisis Response Team If necessary, isolate the immediate area and evacuate if necessary inform building Principal who will inform the Program Director
- If necessary, the Principal will initiate the Hold-In-Place procedure and will contact the appropriate law enforcement agency
- Monitor situation, adjust response as appropriate, if necessary, the Principal will initiate early dismissal, sheltering or evacuation procedures
- Although E2CC BOCES refuses to tolerate violence and threats of violence on school grounds, a **zero-tolerance** of school violence policy has been considered by the District-Wide Safety Team and the Board and it has been deemed **inappropriate** for E2CC BOCES settings. Many students have been placed in an out-of-district placement at E2CC BOCES specifically because they exhibit violent behaviors and characteristics. Appropriate Behavioral Intervention Plans are in place for these students and these plans are implemented as necessary.

RESPONSE PROTOCOLS

Response protocols to specific emergencies vary but usually include the following: Identification of decision makers

- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary Procedures to notify parents
- Procedures to notify media

Debriefing procedures:

Protocols for bomb threats, hostage-takings, intruders, kidnappings, lockout, hold-in-place, lockdown, shelter-in-place, duck and cover, severe weather and medical emergencies, and off campus and bus accidents, are detailed in the multi-hazard response section, as follows.

MULTI-HAZARD RESPONSE

E2CC BOCES recognizes that many different types of emergency situations may arise resulting in the need for emergency specific responses. However, there are a limited number of responses (See Protective Actions Options, pgs.22-26) that can be taken.

These are:

- Canceling School prior to start or Delayed Opening;
- Evacuation; Early Dismissal/Go-Home Early; and
- Sheltering. There are different types of sheltering for different situations including Lockout for general external emergencies;
- Lockdown for Intruders; and
- Sheltering for Severe Weather.

These responses are to be used when addressing emergencies such as: Bomb Threats; Hostage Taking; Intruders; Kidnapping; Fire and Explosion; Medical Emergencies; Weather and other Natural Hazards; System Failure and Technological Hazards.

For a local emergency, the response will be determined by the Building Incident Commander based on the incident, the information available and, if appropriate, with input from the Program Director. Each Building-Level School Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to staff and students. A response may also be recommended by appropriate authorities such as the State Education Department, the State Office of Emergency Management, or the BOCES District Superintendent under the advisories from the New York State Homeland Security System.

The following are summaries of procedures for certain emergency situations. Additional information is provided in the Protective Actions Options section on pgs.27-30 (proprietary information is in the Building-Level Plans and is not included in this document):

⇒ BOMB THREATS

All bomb threats are taken seriously and are treated as real.

The FBI Bomb Threat Call Checklist is available at all telephone locations and is distributed in each school building as part of the training on emergency procedures along with the Emergency Procedures Quick Reference Pamphlet. When a building specific bomb threat is received in a school building there are three response actions that the Principal/Building Incident Commander may choose between. The decision to whether or not to evacuate is dependent on information received in the threat and how credible that information is. The Principal/Building Incident Commander should conduct a debriefing/interview of the person who has received the threat to aid in the decision

process on what action to take. Based on all available information, the Principal/Building Incident Commander will determine the best course of action.

1. **Compartmentalization** relies on students remaining in their present locations while school administration and authorities assess and investigate the threat. Variations of compartmentalization – such as moving certain segments of the school population based upon new or developing information – can also be utilized in an effective response. Authorities believe that through compartmentalization casualties can be minimized should a bomb detonate.
2. **Evacuation** of the building after searching exit routes and evacuation areas. **Before evacuation can take place, evacuation routes, exits and assembly areas must be searched.**
3. **Pre-clearance and Security Screening in Lieu of Evacuation** relies on anticipating a threat. A building that has been pre-cleared and maintained as secure does not need to be evacuated if a bomb threat is received. Pre-clearance requires “clearing” of the building in coordination with local law enforcement officials before the start of the day, as well as continual monitoring of security throughout the day to ensure no suspicious objects have been brought into the building by students, visitors, or staff. This option may be implemented only prior to the receipt of an actual bomb threat. This option is appropriate during standardized testing periods or when there is particular concern over the possibility of a bomb threat.

Re-occupancy of a School Building

The school administrator has the ultimate responsibility for making the decision to re-enter a school building after a bomb threat incident and evacuation. This decision will be made in consultation with the police, the Program Director and the BOCES Incident Commander. Police do not have the authority to declare the building safe for re-occupancy. No one will be able to conclusively state that there is no bomb, only that the search did not reveal a bomb.

Based on the information received from the building search there are four options:

1. Reoccupy the building and resume classes
2. Relocate the building occupants to another facility
3. Re-enter the building within a set time
4. Activate the plan for early dismissal

Criminal Behavior and False Reporting Prevention

E2CC BOCES periodically disseminates information to students and staff informing them that reporting a false bomb threat is a crime that may result in imprisonment and/or civil penalties. The school will discourage false reporting of incidents designed to threaten life and property by instructing staff and students to immediately report the presence of strangers in the building and unusual or suspicious objects.

⇒ HOSTAGE TAKING

1. The first person aware of the situation will immediately notify the Principal’s office and will convey all known information, including a description of the victims and suspects, types of weapons being used, and any demands from the hostage taker.
2. The Principal will authorize a 911 call, a direct call to the police precinct, or that other appropriate emergency services are notified.
3. The school Principal or designee will issue the appropriate code alert for a Lockout or Lockdown (proprietary, in Building Emergency Response Plans), if necessary, and isolate the area.
4. The school Principal or designee will notify the Program Director, who will be the District Administration contact. No response will be given to the media at this time.
5. The school Principal or designee will turn over authority to the police upon their arrival, will give full cooperation,

including all available information and maps, and will assist as requested.

⇒ INTRUDER/HOSTILE VISITOR

1. All E2CC BOCES employees are authorized to stop and question all unescorted, unidentified or unauthorized persons that they do not recognize as belonging in the building. These people are to be requested to report to the main office to obtain a visitor's pass. They are to be escorted unless that would leave students unsupervised or endanger the escorting employee's safety.
2. Staff immediately reports the intruder or suspicious person to the Principal's office.
3. The Principal or designee will approach the intruder to determine the nature of their presence and ask them for identification.
4. The Principal or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The Principal or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
5. If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Building security will be notified, if appropriate. The Principal or designee will authorize a 911 call or another appropriate emergency notification.
6. If the situation escalates, the Emergency Response for a Lockdown (proprietary, listed in each Building Emergency Response Plan) will be utilized to notify all teachers and staff who will execute the signaled response.
7. The Program Director's office will be notified so that District Administration can ensure that appropriate resources are made available to the E2CC BOCES school.
8. The building Principal is prepared to relinquish authority and assist the first emergency responder from the police or emergency services.

⇒ KIDNAPPING/STUDENT ABDUCTION

1. *During school hours, when a student has already been documented as present*, the first person aware of a kidnapping or missing student will immediately notify the Principal's office who will obtain student information and photo I.D (if available) and descriptive information on the suspect. School building staff and security personnel will search the building and also utilize the public announcement system.
2. The parent/guardian will be notified. If a student is not found, police will be notified.
3. The school Principal will turn over the investigation to the police upon arrival, will give full cooperation, and will assist as requested.
4. Parents will be notified immediately if the student is located.
5. *During school hours, when a student has not arrived at school*, parent or guardian will immediately be contacted. Parents should be asked to contact the school if the student is located.
6. If a student is not legally absent he/she could be lost, a runaway or truant (determine if any friends are also missing).
7. The student's means of transportation to school should be reviewed. If the student is not located, the police should be notified. Student information and photo I.D. (if available) will be obtained.
8. The Program Director will be notified and will notify District Administration.
9. The school Principal will turn over the investigation to the police upon arrival, will give full cooperation and assist as requested. No information is to be released to the media at this time.
10. Parents will be notified immediately if the student is located.

11. After school hours, **when a student has not arrived at home**, the school may be notified by a concerned parent/guardian.
12. Gather any information available on the student and his/her departure from school.
13. Advise parent/guardian to contact friends.
14. Advise parent/guardian to contact police if student is not located. School Principal or designee should be available for police investigation.
15. Ask parent/guardian to re-contact school if student is located.

⇒ ELOPEMENT

Proactive Student and School-Wide Protocols and Procedures to Address, Prevent and Respond to Elopement:

Individual Student Prevention and Intervention Procedures

1. For students with disabilities, Committees on Special Education, with input from teachers and parents, must identify student behaviors that impede student learning and/or lead to self-harm behaviors **like elopement/wandering**.
2. If a student demonstrates elopement/wander behavior/s or even a tendency to elope or wander, a Functional Behavioral Assessment (FBA) should be conducted upon receipt of prior written notice generated by the CSE and signed by the parent.
3. Along with the FBA, a Behavioral Intervention Plan (BIP) must be completed to ensure that the eloping/wandering behavior/s are addressed through the plan and work in concert with the school wide safety/security procedures. Behavior Intervention Plans assist teachers and aides in addressing, reducing and ultimately extinguishing these behaviors if possible. Parent involvement in the development of the BIP is required, however, with students who are challenged with elopement/bolting behaviors parent involvement is crucial. Severe school age student eloping/bolting behavior may necessitate the need for a 1:1 teacher aide.

School-wide Protocols and Procedures to Address, Prevent and Respond to Elopement

Schools need to ensure that there are building policies, procedures and protocols in place to prevent and address instances of wandering and elopement, particularly for students with cognitive impairments. These should include, but are not limited to:

1. School administrators will provide training in the prevention and intervention of student elopement with all the staff at Monthly Faculty Meetings, team meetings, meetings with teacher aides and all support staff including security of the following outlined procedures. **(At no time is the student to be left alone or unsupervised. If the student bolts or elopes, school staff must follow this student and keep him/her safe.)**
1. Staff must immediately inform building administrator/s when a student elopes/bolts.
2. Administrative staff must call 911 or contact SRO once the student leaves the building, in areas where traffic or other conditions may be a danger.
3. Administrative staff must call 911 if the student's whereabouts are unknown.
4. Communication protocols with local police must be kept prearranged, and lines of communication with the police must be kept open.
5. Use of school-wide communication and alert systems must be utilized to inform the school community that a student has bolted/eloped from his class, even if the student is being followed by a staff member and/or known to be in the building.
6. School administrators will arrange for pre-assignment building and ground searches, so that staff can search various parts of the building and grounds quickly and systematically.
7. School administrators will have available to law enforcement officials the floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area.

8. Notify parent/guardian immediately, even if we know the location of the student.
9. Inform the local building principals, support staff, hall monitors, and security guards of students with known elopement behaviors.
10. Explore applicability of door alarms and/or other elopement warning devices.
11. Ensure students with known elopement behaviors carry basic identification information at all times.

⇒ SEVERE WEATHER/EARTHQUAKE RESPONSE

Possible response to the following situations and other events:

Thunderstorm - Lightning - Hurricane - Windstorm - Hail - Winter Storm -Tornado

1. The Building Principal/Incident Commander Monitors situation
2. The Building Principal/Incident Commander informs Program Director
3. NOAA Weather Radio is placed in an area that is staffed at all times (preferably the main office). It is always left turned on in alert mode.
4. All outdoor activities are curtailed if thunder is heard, lightning is seen, the sky is threatening or a local warning signal has been received over the NOAA Weather Radio.
5. E2CC BOCES does not wait for severe weather to begin.
6. All students and staff are summoned into the building to return to classrooms. Outdoor activities are not resumed until 30 minutes after the thunder is last heard.
7. Upon hearing the Severe Weather Sheltering signal, classes proceed to the Severe Weather Shelter areas.
8. In a thunderstorm, students and staff in a vehicle stay there with windows closed. If outdoors and no building or vehicle is available, standing underneath tall structures and trees is avoided. Crouch with feet apart, hands on knees and head between them. Do not lie flat on the ground.
9. In a tornado, students and staff who are outdoors or in a vehicle and cannot get inside a building, move away from vehicles and lie in a ditch or low-lying area or crouch near a strong building, using arms to protect their head and neck.
10. Severe Weather Shelter areas are on the lowest floor possible of the building in interior, windowless hallways that are away from exterior doors, trees, utility poles and utility lines.
Due to their large roof spans, do not take shelter in large rooms such as cafeterias, gyms and auditoriums or in locations with skylights.
11. The Principal/Building Incident Commander may determine that the building is not safe to occupy and may signal an Evacuation after the event has subsided.
12. Students and staff are instructed to stay clear of – and to **never touch – fallen wires** or anything these wires touch.

⇒ RADIOLOGICAL EMERGENCY

May include the following situations and other events:

Nuclear Accident - Nuclear Attack - Dirty Bomb

1. When notified by the appropriate authority the Principal/Building Incident Commander will initiate measures to shelter students and staff in place for up to a 24-hour period.
2. **Sheltering** will help to minimize radiation exposure to the body by using **distance** from the source of the radiation; **shielding** from the radiation by heavy, thick, dense materials that which will absorb radiation, such as remaining indoors in interior spaces within the thick walls of the school; and by using **time** for the radiation to lose its strength (radiation dissipates and decays rapidly).
3. A **Lockout** will be initiated closing all windows and doors.
4. Custodial staff will turn off air conditioners, ventilation fans, furnaces and other air intakes that bring in air from the outside. If possible, vents will be sealed.

5. Students and staff will move to interior hallways on the first floor of buildings, away from doors and windows. In buildings with basements, sheltering in the basement will be considered, depending on circumstances.
6. Protective action instructions and recommendations of federal, state and local emergency management offices will be followed.

⇒ CHEMICAL EMERGENCY AND BIOLOGICAL EMERGENCY

Could include the following situations and other events:

Chemical Spill - Terrorist Attack (also see Anthrax below) ^{*}

1. If an accidental chemical spill occurs in the building, evacuate the area immediately and seal the room. Notify the Principal/Building Incident Commander. Review the Material Safety Data Sheet (MSDS) and determine the urgency of the situation. The Principal will call 911 for Fire Department/ HAZMAT response, if appropriate. Evacuate adjacent areas and possibly the entire school, if necessary.
Have the Head Custodian shut or increase ventilation depending on circumstances. Contact Department & District Offices and keep them informed. Conduct clean-up operations as per the MSDS and Fire Department/HAZMAT instructions.
2. If exposure is external to the building, authorities will instruct schools in the best course of action, which may be to evacuate the area immediately, to seek shelter at a designated location, or to shelter-in- place (on the ground floor, not the basement, where vapors may settle and become trapped) and do a **Lockout**, sealing the premises, as in the radiological emergency procedure #s 3-6 above. If the shelter area is sealed, there should be ten square feet per person, which will provide sufficient air to prevent carbon dioxide build-up for up to five hours.
3. If caught in an unprotected area, attempt to get up-wind of the contamination and seek shelter as quickly as possible.
4. Agents used in chemical warfare may be in the form of poisonous vapors or gasses, aerosols, and liquids or solids that have toxic effects on people, animals or plants. They may be odorless, colorless, and tasteless. Biological agents which may be used as weapons have illness-producing effects on people, livestock and crops. They may be dispersed via aerosols, animals, food and water contamination; mail; and person to person.
5. A person affected by a chemical or biological agent requires immediate attention by professional medical personnel. If medical help is not immediately available, decontamination should proceed to minimize health consequences.
6. Remove and bag all clothing and other contaminated items in contact with the body, avoiding contact with eyes, nose, and mouth. Wash with soap and water. Flush eyes with water. Change to uncontaminated clothing. Seek medical help as quickly as possible.

Biological Emergency

1. Be careful of suspicious packages and letters, they may contain explosives, chemicals or biological agents such as Anthrax. Anthrax is a bacterial infection treatable with common everyday antibiotics. Persons exposed to anthrax are not contagious to others. The key to controlling the situation is to avoid panic and limit exposure to the infection.
2. Postal authorities advise caution with the following:

Unexpected mail; Mail addressed to someone no longer at the address; Mail without a return address; Mail with a postmark that doesn't match the return address; Mail of unusual shape; Mail with odd smells or stains; Mail marked with "confidential" or "personal" stamps; Mail marked "Your lucky day is here" or "Prize enclosed"; Mail with excess postage; Mail with misspellings; Packages that are tied up with twine or string.

3. If a letter is received that is suspicious or is claimed to be infected with anthrax, it should not be opened or shaken. If opened, the person who opens it remains calm and proceeds with containment. The door is locked to the room with the letter and no one is allowed in.
4. The letter is isolated (placed in a plastic bag). Anyone who has handled the item should keep their hands away from their face, so as not to touch their eyes, nose or mouth and should wash thoroughly.
5. The person receiving the letter should not call in or send anyone to get another staff member to help. The person must telephone the Principal/Building Incident Commander and report that there is Suspicious Mail or an Anthrax Emergency. The Building Incident Commander will call 911. The Head Custodian will shut down ventilation systems in the affected area. When emergency responders arrive, their directions must be followed exactly.
6. If appropriate, the police will call the FBI.

⇒ MEDICAL EMERGENCIES

Could include the following situations, accidents, injuries, illnesses and other events:

- **Allergic Reaction**
- **Animal Bite**
- **Attempted Suicide/Suicide (SUICIDE INTERVENTION)**
- **Bleeding**
- **Blow to the Head**
- **Broken Bones**
- **Burns**
- **Choking**
- **Diabetic Shock**
- **Electric Shock**
- **Epileptic Convulsions**
- **Food Poisoning**
- **Heart Attack/Sudden Cardiac Arrest**
- **Respiratory Arrest**
- **Loss of Life, Limb, or Eye Sight**
- **Shock**

● Toxic Exposure

1. The first person on the scene identifies the stricken person, assesses the incident and remains with the injured person until relieved by the school nurse, the AED Team, or EMS. The injured person is comforted and appropriate first aid should be administered, if the responder is first aid certified. The victim is moved as little as possible. If the person is bleeding, contact with his or her blood is avoided by using a barrier (gloves, towels, clothing).
2. Another staff member, if available, calls the school nurse to inform that there is a medical emergency and assistance is needed. If no one else is available, the first person on the scene will have to make the call.
3. Instructions given by the nurse over the telephone are followed.
4. For a serious medical emergency, such as Sudden Cardiac Arrest (SCA), the staff member will call the Principal/Building Incident Commander, immediately after the nurse is called.
5. After the telephone calls are made, the staff member calms other students who are present and disperses them or moves them away from the incident scene.
6. The nurse or Principal/Building Incident Commander determines whether to activate the AED Team and/or summon and/or inform emergency services and public health officials such as ambulance, police, fire department, Mental Health Services or the County Health Department. The nurse or Principal/Building Incident Commander notifies parents/guardians.
7. The Principal/Building Incident Commander determines whether there is a need to initiate a Functional Annex and will signal it accordingly.

Suicide Intervention

Whenever a staff member suspects or has knowledge of a student's suicide/self-harm or suicidal intentions he/she will take proper steps to support the student, promptly notify the principal or school counselor and request that appropriate school staff conduct an initial risk interview. The principal or counselor will then notify the student's parents/guardians as soon as possible, unless notification of the parents will jeopardize the student's safety. The district may also refer the student to mental health resources in the community.

The district also encourages students to notify a teacher, principal, or counselor or other adult when they are experiencing depression or thoughts of suicide/self-harm or when they suspect or have knowledge of another student's despair, self-harm or suicidal intentions. The school works to create a safe environment where students feel they can freely express feelings and concerns to any staff member.

⇒ OFF CAMPUS /SCHOOL BUS ACCIDENT EMERGENCY

1. On all field trips the lead responsible staff member has a participant roster with bus assignments for all students present on the trip. A copy of this roster will be given to the Principal/main office before the trip.
2. The lead responsible staff member on the trip has a list of the address, emergency contact telephone numbers and other emergency information for each of the participants.
3. Each teacher, staff member and bus driver have a list with the phone numbers of the main office, Principal/Building Incident Commander, Program Director and Transportation Department for use in emergencies. If the trip is going to be after normal school hours, home telephone numbers are also needed.
4. If appropriate, each participant going on the trip has a name tag.

5. The lead responsible person on the trip has a fully charged cellular telephone, if available.
6. All buses have operational radios and are in contact with the E2CC BOCES Transportation Department and will notify the Transportation department immediately of any incidents including if an incident occurs on the trip to or from school.
7. If an incident occurs, teachers and staff gather students in a safe place away from danger and account for everyone.
8. Injured individuals are identified and first aid is provided as needed.
9. Emergency assistance is contacted by calling 911.
10. The Principal/Building Incident Commander must be notified as soon as possible.
11. Close contact is maintained with the Principal.
12. The Principal in coordination with the Transportation Department arranges for transportation, etc., if needed.

ARRANGEMENTS FOR OBTAINING EMERGENCY ASSISTANCE FROM LOCAL GOVERNMENT

Depending on the nature of the emergency, E2CC BOCES may need to obtain assistance from local governmental agencies. During an emergency, E2CC BOCES will contact 911 or the local fire department to obtain immediate emergency services. Depending on the emergency this call will come from the building-level or from District Administration. E2CC BOCES has arranged to notify and obtain emergency assistance from the Counties' Offices of Emergency Services, if deemed appropriate. These telephone numbers are compiled for all buildings (Appendix B, p.32).

PROCEDURES FOR OBTAINING ADVICE AND ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS

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The E2CC BOCES District Superintendent or designee will contact the appropriate County Offices of Emergency Services, the District responsible for implementation of Article 2-B of the Executive Law, in county-wide emergencies to obtain advice and assistance from the County Offices of Emergency Services Directors. Through these County Offices of Emergency Services, E2CC BOCES will have access to advice and assistance from local government officials.

During an emergency the Building Incident Commander will contact 911 to obtain emergency services. E2CC BOCES has identified other agencies that may be contacted as resources to obtain assistance including the Erie, Chautauqua and Cattaraugus County Offices of Emergency Services, the Red Cross, Local Fire Departments, Local Police, County Departments of Health, County Departments of Mental Health, among others. Telephone numbers for these agencies are listed in the School Building-Level Plans and in Appendix B on p.32. Additionally, E2CC BOCES Purchasing Agent may contact local businesses to make necessary purchases in an emergency.

DISTRICT RESOURCES AVAILABLE FOR USE IN AN EMERGENCY AND COORDINATION OF DISTRICT RESOURCES AND WORKFORCE

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E2CC BOCES greatest resource is our human resource, our employees. Human resources available during an emergency are confidential and are identified in a separate document and in the School Building-level Emergency Response Plans. See Appendix H for Physical Resources.

The E2CC BOCES District-Wide Emergency Response Team is responsible for the coordination of resources including manpower, and chain-of-command (Emergency Response Flowchart, Appendix A, p.31).

This Team is convened in an emergency and includes the:

- District Superintendent,
- Assistant Superintendents,
- Directors of all Departments,
- Health & Safety Coordinator,
- Public Information Officer,
- Superintendent of Building & Grounds
- School Districts’ Managers of Transportation
- Others in the organization based on their expertise and the needs of the emergency. The District

Superintendent or designee will authorize decisions based on the deliberations and recommendations of the team. Assignments and coordination of staff at the building-level will be under the direction of the Program Directors.

PROTECTIVE ACTION OPTIONS

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Each E2CC BOCES School Building-Level Emergency Response Plan addresses the following response actions as determined by the nature of the emergency:

⇒ SCHOOL CANCELLATION/ DELAYED OPENING

These options are only available when the school day has not begun and there is sufficient time for notifications. The E2CC BOCES Incident Commander monitors any situation that may warrant a school cancellation; maintains an open line of communication with the Superintendent of Buildings & Grounds regarding severe weather, and road conditions and closings; Keeps Program Directors informed; If conditions warrant, makes the decision to cancel school.

District Offices notifies key district busing supervisors and busing contractors.

OneCall rapid calling system is initiated by the affected Centers Administrators to notify employees; posts notification on the E2CC BOCES website; sends text-message notification; and contacts local media broadcasters.

⇒ EARLY DISMISSAL

Could be the response to the following situations and other events:

- **Bomb Threat**
- **Severe Weather**
- **Explosion**
- **Threat of Explosion**
- **Hazardous Material Spill On-site or offsite**
- **Flood**
- **Utility Failure**
- **Gas Leak**
- **Building Structural Failure**
- **Red Alert Level 2**

The Building Principal/Incident Commander monitors the situation (for county-wide emergencies such as severe weather the E2CC BOCES Incident Commander will initiate the plan); Keeps Program Director informed.

If conditions warrant, District Administration makes decision to close school early; Home School

Transportation Managers will be contacted by District Administration to arrange for transportation; Telephone calls will be made to school districts, and parents/guardians or emergency contacts to inform of early dismissal.

The Public Information Officer will contact local media as an additional method to inform parents; an Information center for parent inquiries will be set up in cooperation with the Office of Information.

At no time will E2CC BOCES special education students be returned to unoccupied, unsupervised **homes**. If necessary, students will be returned by Transportation to an E2CC BOCES shelter site.

E2CC BOCES will shelter students, if warranted; Appropriate District personnel will be retained until all students have been returned home.

⇒ SHELTER-IN-PLACE

Sheltering could be the response to the following situations and other events:

- Bomb Threat ☺ Severe Weather ☺ Explosion ☺ Threat of Explosion ☺
- **Hazardous Material Spill Off-site ☺ Flood ☺ Utility Failure ☺ ☺ Nuclear, Biological or Chemical Attack Emergency ☺**

Duck and Cover could be an additional response to the following situations and other events:

- Student Disturbance ☺ Civil Disturbance ☺ Intruder with a Weapon ☺
- **Weapons on Campus ☺ Severe Weather ☺ Earthquake ☺ Explosion ☺**

Due to the nature of the events in which **Duck and Cover** should be used, it may need to be implemented prior to the Principal/Building Incident Commander being contacted or before hearing the signal. If necessary, it may be used in addition to other types of Functional Annexes such as Lockdown.

Inside

1. If possible, desks or pieces of furniture used as shields. In an earthquake, drop, cover and hold on).
2. Students drop to their knees with backs to windows.
3. Students make bodies as small as possible and stay motionless. Faces are buried in arms. Eyes are closed

and ears covered.

4. Teachers and staff kneel behind class to ensure that students follow procedure.

Outside

1. Get everyone behind any solid, stationary object. In an earthquake, stay out in the open.
2. Students lie on stomachs with faces away from the source event and stay motionless.
3. Heads, faces and as much skin surface as possible is covered.
4. Eyes are closed and ears covered.

Stay in the Duck and Cover protective position until the danger passes and/or building tremors and flying debris has ceased.

The Building Principal/Incident Commander:

Determines the level of threat; Contacts Program Director; Determines the location of on-site sheltering depending on the nature of the incident.

Directs students and staff to the designated assembly areas or to remain in classrooms as appropriate;

Accounts for all students and staff. Any missing students or staff are reported to the Building Principal; Ensures adult supervision or continued school supervision/security; Retain appropriate District personnel until all students have been returned home.

Takes appropriate safety precautions; Takes steps to isolate students and staff from the external environment during hazardous materials incidents.

The District's Chief Emergency Officer makes appropriate arrangements for human needs including contacting Food Services, if sheltering will be extended and food is necessary, and the Red Cross for beds and sleeping bags, if warranted.

- a) For on-site sheltering each E2CC BOCES location will have a supply of water and food to be able to shelter for 24 hours.
- b) The County Office of Emergency Services, the Red Cross and other authorities, as appropriate, will be notified that E2CC BOCES will need assistance beyond 24 hours.
- c) The District's Chief Emergency Officer informs the BOCES Incident Commander and public information office who ensure notification of affected school districts and the media and respond to inquiries; Information centers for parent inquiries will be set up in cooperation with the Office of Information.

⇒ **HOLD-IN-PLACE**

(Forms of sheltering include: Duck and Cover – see below)

- Student Disturbance ☯ Civil Disturbance ☯ Hostage Situation ☯ Medical Emergency
- **Student Abduction** ☯ ☯ **Suicide Threat** ☯

The Building Principal/Incident Commander determines the level of threat and may authorize the use of a Lockdown

⇒ **EVACUATION**

Could be the response to the following situations and other events:

- **Fire**
- **Fire Drill**
- **Explosion**
- **Threat of Explosion**
- **Imminent Bomb Threat**
- **Hazardous Material Spill Onsite**
- **Flood**
- **Utility Failure**
- **Gas Leak**
- **Building Structural Failure**

If Fire Alarm has been activated all staff and students must evacuate the building immediately using fire drill evacuation procedure.

Building Principal/Incident Commander:

Determines the level of threat; when appropriate, contacts Program Director who will contact:

Transportation Supervisor to arrange transportation and/or Evacuation sites to prepare for arrival of students and staff, if necessary. The Transportation Department will contact affected school district Transportation Supervisors. The BOCES Incident Commander will ensure that the Superintendents in affected school districts are notified.

Evacuates all staff and students to pre-arranged assembly areas and, if necessary, to predetermined evacuation sites; Accounts for all student and staff population; Any missing students or staff are reported to building Principal; Ensures adult supervision or continued school supervision/security; Retain appropriate District personnel at evacuation sites until all students have been returned home.

The Program Director and District Administration makes determination regarding early dismissal based on need and feasibility.

If dismissing early or evacuating off-site, telephone calls are made to school districts, and parents/guardians, as well as the Office of Information contacting local media to inform parents; Information centers for parent inquiries will be set up in cooperation with the Office of Information.

⇒ LOCK-OUT

Could be the response to the following and other events:

- External Disturbance or Threat ☼ Intruder on Campus Grounds ☼

Building Principal/Incident Commander determines the level of threat and authorizes the use of the Lockout (proprietary, in Building Emergency Response Plans).

If the signal has been authorized at the building level, 911 is called and the Program Director is contacted.

When the Lockout signal is given the procedure in the Building Emergency Response Plan is followed.

⇒ LOCK-DOWN

Could be the response to the following situations and other events:

- Active Shooter ☼ Civil Disturbance ☼ Intruder with or Without a Weapon ☼ Student Riot

⌘ Weapons on Campus ⌘

The Building Principal/Incident Commander determines the level of threat and authorizes the use of the Lockdown
The Lockdown Annex in the Building Emergency Response Plan is the procedure to be followed.

⇒ *NATIONAL TERRORISM ADVISORY SYSTEM (NTAS)*

On May 2, 2011, The Department of Homeland Security (DHS) instituted the National Terrorism Advisory System (NTAS) to more effectively communicate information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airport and transportation hubs, and the private sector. The NTAS Alerts will be as follows:

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorist threat against the United States.

Elevated Threat Alert:

Warns of a credible terrorist threat against the United States.

After reviewing the available information, the Secretary of Homeland Security will decide, in coordination with other Federal entities, whether an NTAS Alert should be issued. NTAS Alerts will only be issued when credible information is available. Depending on the nature of the threat, NTAS Alerts may be sent directly to law enforcement or affected areas of the private sector, while other alerts will be issued more broadly to the public through both official and media channels.

Q – How does NTAS work?

A – NTAS will now consist of two types of advisories: Bulletins and Alerts. DHS has added Bulletins to the advisory system to be able to communicate current developments or general trends regarding threats of terrorism. NTAS Bulletins permit the Secretary to communicate critical terrorism information that, while not necessarily indicative of a specific threat against the United States, can reach homeland security partners or the public quickly, thereby allowing recipients to implement necessary protective measures. Because DHS may issue NTAS Bulletins in circumstances not warranting a more specific warning, NTAS Bulletins provide the Secretary with greater flexibility to provide timely information to stakeholders and members of the public.

As before, when there is specific, credible information about a terrorist threat against the United States, DHS will share an NTAS Alert with the American public when circumstances warrant doing so. The Alert may include specific information, if available, about the nature of the threat, including the geographic region, mode of transportation, or critical infrastructure potentially affected by the threat, as well as steps that individuals and communities can take to protect themselves and help prevent, mitigate or respond to the threat. The Alert may take one of two forms: Elevated, if we have credible threat information, but only general information about timing and target such that it is reasonable to recommend implementation of protective measures to thwart or mitigate against an attack, or Imminent, if we believe the threat is credible, specific, and impending in the very near term.

Q - What should Americans do when an NTAS Alert or Bulletin is announced?

A – NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

SECTION IV: RECOVERY

-

A. E2CC BOCES SUPPORT FOR BUILDINGS

The School Building Emergency Response Teams and the Post-Incident Response Teams are supported in their efforts by all available E2CC BOCES resources and personnel as required by the nature of the emergency, and after threats of violent incidents have occurred (Emergency Response Flowchart, Appendix A, p.32). County and State resources and personnel will be obtained as dictated by the nature of the emergency (Appendix B, p.33).

The E2CC BOCES District-Wide Emergency Response Team is available when necessary to assist all school buildings in their response effort.

B. DISASTER MENTAL HEALTH SERVICES

-

E2CC BOCES recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act in the District are provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination are included to prevent the victims of violent incidents from suffering further loss.

A District-Wide Post-Incident Response Team responds in crisis situations to help provide disaster mental health services. This Post-Incident Response Team is determined as needed by the District's Chief Emergency Officer and is drawn from existing pupil personnel staff. Employees are encouraged to seek assistance from the Employee Assistance Program (EAP). Depending on the nature of an incident, if a Campus does not have the needed resources, the Assistant Superintendent arranges for pupil personnel staff from other Agencies to assist the Post-Incident Response Team. Depending on the scope of the situation, the Counties' Departments of Mental Health are contacted for assistance, as well as the Counties' Offices of Emergency Services, which may be contacted to help coordinate a County or State-Wide effort (Appendix B, p.33).

AFTER SCHOOL HOURS SAFETY PLAN

In the event of an emergency outside of normal school hours, existing safety plans will be executed. This is applicable to the District Wide Safety Plan and site specific safety plans ie. (LoGuidice, Hewes, Maple, Carrier, Baker, Ormsby, PTECH in Dunkirk & Springville and Bloom at Rogers).

SECTION V. POST-INCIDENT ACTIONS

-

A. INVESTIGATION

-

After an incident has occurred, the Building-Level School Emergency Response Team holds a Post-Incident Review Meeting to conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation:

- Collects facts on how the incident occurred.
- Record information.
- Identifies contributing causes.
- Recommends corrective action.
- Encourages appropriate follow-up.
- Considers changes in controls, policy and procedures.

B. DISCIPLINARY CONSEQUENCES

-

E2CC BOCES has created a detailed **Code of Conduct** to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary consequences resulting from violations of the Code. It is the basis for determining the appropriate disciplinary consequences that may be necessary. The Code is communicated to all students/staff and parents and serves as a major component of our violence prevention program. The Code is evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct is available to students, parents, staff and community members. [E2CCB Code of Conduct handbook pdf](#)

c. EVALUATION

-

Building-Level Emergency Response Teams are responsible to conduct an initial school building security analysis regarding the potential for a violent incident to occur and periodically reevaluate it. These evaluations focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals may be utilized from local law enforcement and private consultants, as necessary. The results of these analyses are to be forwarded to the District-Wide Safety

Team for further evaluation and recommendations.

The success of E2CC BOCES District-Wide Emergency Response and Building Emergency Response is greatly enhanced by the ability to document and accurately report on various elements of the program along with training staff on the plan. This allows us to monitor its effectiveness and update the program as necessary. The following forms have been developed for this purpose of evaluation and training and are located in the Notifications and Forms Section of the School Building-Level Emergency Response Plan.

Emergency Incident Report

School Incident Report

Emergency Response Assessment

Report of Mandated Drills

FBI Bomb Threat Call Checklist

Emergency Planning Guide for

Parents

Emergency Procedures Quick Reference

APPENDICES

-

Appendix A – Emergency Response Flowchart

Appendix B – Emergency Telephone Numbers

Appendix C – Board Policy 6012 Fingerprinting

Appendix D - Board Policy 1328 - Use of Surveillance Cameras

Appendix E - Board Policy 1329 - Maintenance of Public Order /Code of Conduct on School Property

Appendix F - Board Policy 3500 – School Building Access Control

Appendix G – Incident Command Appendix

H – District Physical Resources

Appendix I – Continuation of Operations Plan

Appendix J – Emergency Remote Instruction (EMI) Plan

EMERGENCY RESPONSE FLOW CHART

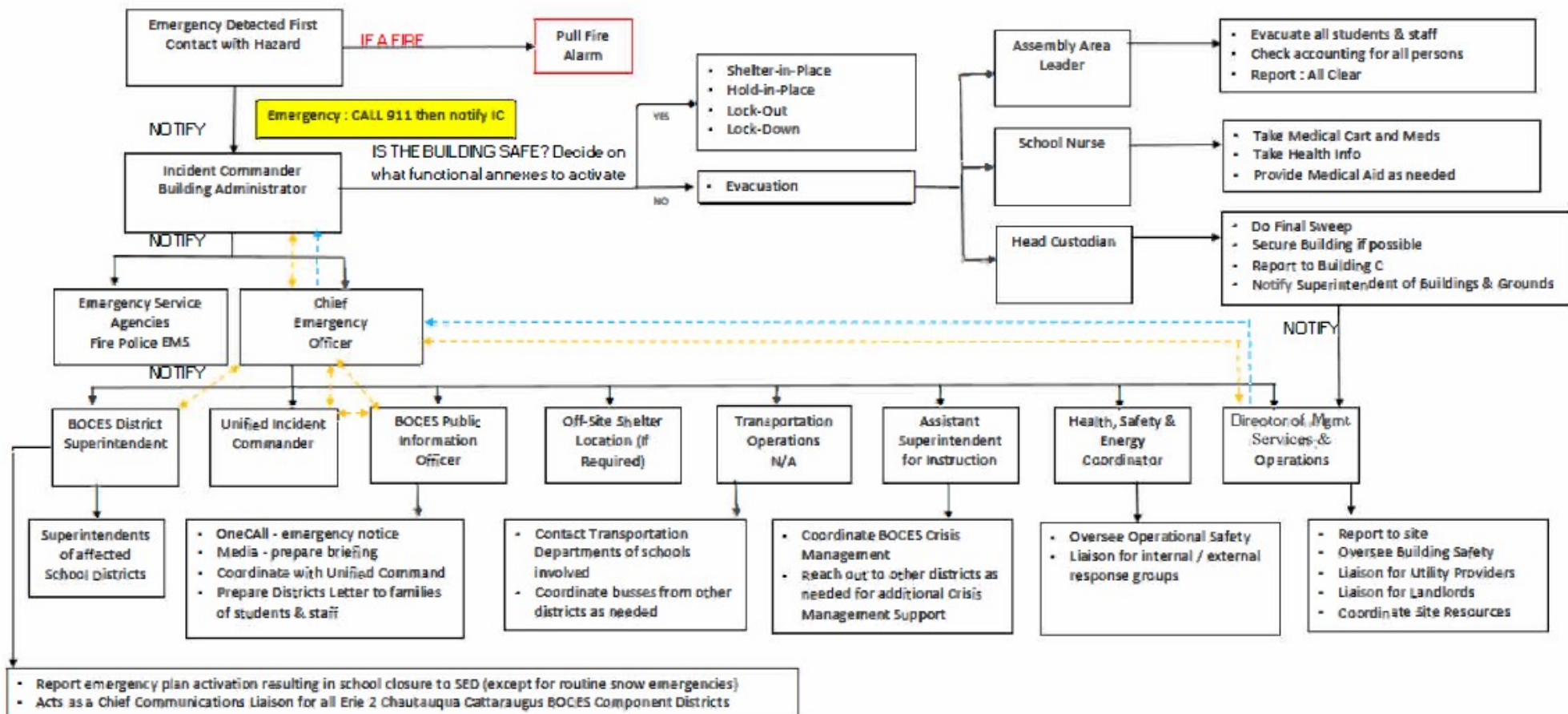
APPENDIX A



Emergency Response Flowchart

Maintain Open Lines
Of Communication

Notify Outside of School Day



EMERGENCY TELEPHONE NUMBERS

TO REPORT SUSPICIOUS ACTIVITY CALL:	1-866-SAFE-NYS (1-866-723-3697)
POLICE – FIRE – MEDICAL EMERGENCIES	911
Life Threatening Electrical or Gas Emergencies	911
Power Outages: • NYSEG • National Grid Natural Gas Outages: • NYSEG • National Fuel	1 (800) 572-1131 1 (800) 867-5222 1 (800) 572-1121 1 (800) 444-3130
Poison Control Hotline	(800) 222-1222 or (516) 542-2323
County Offices of Emergency Services: • Erie County • Chautauqua County • - Cattaraugus County	 (716) 898-3696 (24 hour) (716) 753-4341 (716) 938-2213
County Offices of Mental Health Services: • Erie County • Chautauqua County • - Cattaraugus County	 (716) 858-8530 (716) 753-4104 (716) 701-3304
County Offices of Health Services: • Erie County • Chautauqua County • - Cattaraugus County	 (716) 858-7690 (716) 753-4590 (716) 251-2584
American Red Cross: • Western & Central New York • Chautauqua County	 (716) 886-7500 (716) 664-5115 (Jamestown)

FBI: - Field Office - Buffalo - Resident Agency- Jamestown	(716) 856-7800 (716) 484-7085
New York State Police: Troop A - Batavia	(585)-344-6200

Homeland Security and Emergency Services: Region V	(315) 331-4880

Emergency Telephone Numbers

Carrier Center:	
POLICE, FIRE, EMS-	911
Ormsby Center:	
POLICE, FIRE, EMS-	911
Baker Road Center:	
POLICE, FIRE, EMS-	911
Hewes Center:	
POLICE, FIRE, EMS-	911

LoGuidice Center:	
POLICE, FIRE, EMS-	911

APPENDIX C

BOARD POLICY 6012 - FINGERPRINTING

-

Book: Policy Manual

Section: 6000 -
Personnel

Title: Fingerprinting

Code: 6012

Status: Active

Last Revised: May 11, 2016

APPENDIX D

BOARD POLICY 1328 - USE OF SURVEILLANCE CAMERAS

-

Book: Policy Manual

Section: 1000 – Community
Relations

Title: Use of Surveillance
Cameras

Code: 1328

Status: Active

Last Revised: August 3, 2016

9-29-10 1328

Amended: 8-3-16

APPENDIX E

BOARD POLICY 1329 - MAINTENANCE OF PUBLIC ORDER /CODE OF CONDUCT ON SCHOOL PROPERTY

Status Active

Adopted September 27, 2000

BOARD POLICY 3500 – SCHOOL BUILDING ACCESS CONTROL

-

Book: Policy Manual
Section: 3000 - Business-Non-Instructional
Operations
Title: 3500 – School Building Access Control
Code: 3500
Status: Active
Adopted: February 2, 2005

APPENDIX G

INCIDENT COMMAND

	Name	Title
Primary	Dr. David O'Rourke	District Superintendent
Alternate	Bryna Moritz	Deputy Superintendent

	Name	Title
Primary	Mike Rukavia	Public Information Officer

	Name	Title
Primary	Ron Wasik	Director of Management Services & Operations

	Name	Title
Primary	Richard Chase	Coordinator of Health, Safety & Energy

	Name	Title
Primary	Maureen Donahue	Director of P-TECH
Primary	Tim Rowan	Director of Facilities
Primary	Laurie LiPuma	Exec. Director of Human Resources
Primary	Michael Carter	Exec. Director of Finance

APPENDIX H

DISTRICT PHYSICAL RESOURCES

-

1. Each Campus has Emergency Electrical Generators that allow maintenance of heating and basic lighting in all buildings.
2. Kitchens and Serving Areas
3. Limited Food in Cold and Dry Storage Snow Plowing Vehicles
4. Cargo Transport Vehicles
5. Tractors, Backhoes, Bulldozers and other heavy equipment
6. Assorted Building Maintenance Tools and Equipment
7. Limited Fuel Storage at Certain Locations
8. Limited Construction Materials
9. Vehicle Repair & Maintenance Facilities and Tools

APPENDIX I

Erie 2-Chautauqua-Cattaraugus BOCES (E2CCB)

Continuation of Operations Plan For a Public Health Emergency
Involving a Communicable Disease
Amendment to the District Safety Plan
January 2021

Reviewed Jul 1, 2026

This plan has been developed in accordance with law Chapter 168 of the
Laws of 2020

Record of Changes

Approved changes and date made to this document after initial approval and
posting.

Version #	Authorized By	Revision Date	Description of Changes	Submitted to Labor Management
1.0				

[illegible]

APPENDIX J

EMERGENCY REMOTE INSTRUCTION (ERI) PLAN

To access the Emergency Remote Instruction (ERI) Plan, click the [E2CCB ERI Plan 2025-2026](#) link.

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APPENDIX K

CLASSROOM TEMPERATURE REQUIREMENTS

Beginning September 2025 in New York State, public school classrooms must maintain a maximum temperature of 88°F. Additionally, schools must take action to relieve heat-related discomfort when the temperature reaches 82°F. The Property Maintenance Code already requires a minimum temperature of 65°F in all workspaces, including schools.

The law also mandates that school boards create a policy that requires staff to try to "relieve heat-related discomfort" whenever the temperature of an occupied room reaches 82 degrees (as measured at a shaded location that is three feet above the floor and near the center of the room). Methods to increase comfort may include turning off lights, lowering shades, turning on fans or providing water breaks.

APPENDIX L

CARDIAC ARREST EMERGENCY RESPONSE PLAN AND PROTOCOL

Erie 2 Chautauqua Cattaraugus BOCES

This Cardiac Emergency Response Plan was adopted by **Erie 2 Chautauqua Cattaraugus BOCES** effective **6/27/2025**. This plan was reviewed and approved by medical and legal counsel for **Erie 2 Chautauqua Cattaraugus BOCES** on **6/27/2025**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of **Erie 2 Chautauqua Cattaraugus BOCES** shall be as follows:

1. **Developing a Cardiac Emergency Response Team**

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the "Cardiac Emergency Response Team" attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.

- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

2. **Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the “Protocol for Posting” attachment.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Minimum recommended number of AEDs for **Erie 2 Chautauqua Cattaraugus BOCES**:
 - (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.
 - (2) *Outside the school building on school grounds / athletic fields* – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (b) **Erie 2 Chautauqua Cattaraugus BOCES** will regularly check and maintain each school-owned AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the “Cardiac Emergency Response Team” attachment and in the “Protocol for Posting” attachment.

4. **Communication of this Plan throughout the school campus**

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
 - (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) Adjacent to each school telephone.
 - (4) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.

- (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
 - (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

- (a) **Sudden Cardiac Arrest Training:** [Sudden Cardiac Arrest training module](#)
- (b) Staff Training:
 - (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **Erie 2 Chautauqua Cattaraugus BOCES** to carry out this Plan. Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs, if available.
 - (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
 - (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.
- (b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. **(Insert name of school)** shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. **(Insert name of school/school district)** shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See “Conducting Drills” attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the

modification of the CERP if needed. (It is suggested that the school / school district consider incorporating the use of students in the Drills.)

6. **Annual review and evaluation of the Plan**

Erie 2 Chautauqua Cattaraugus BOCES shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the schools response process, to include:

- (a) A *post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency.
 - (2) Determine the procedures for the release of information regarding the cardiac emergency.
 - (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - (4) The identification of the person(s) who responded to the emergency.
 - (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

7. **Protocol for School Cardiac Emergency Responders**

Erie 2 Chautauqua Cattaraugus BOCES

Cardiac Emergency Response Team PROTOCOL

For All Schools

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(b) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Ms. ____ Classroom, Room # ____, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
 - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

(c) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in the center of the chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old).
 - Follow the 9-1-1 dispatcher's instructions, if provided.

(d) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(e) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(f) Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

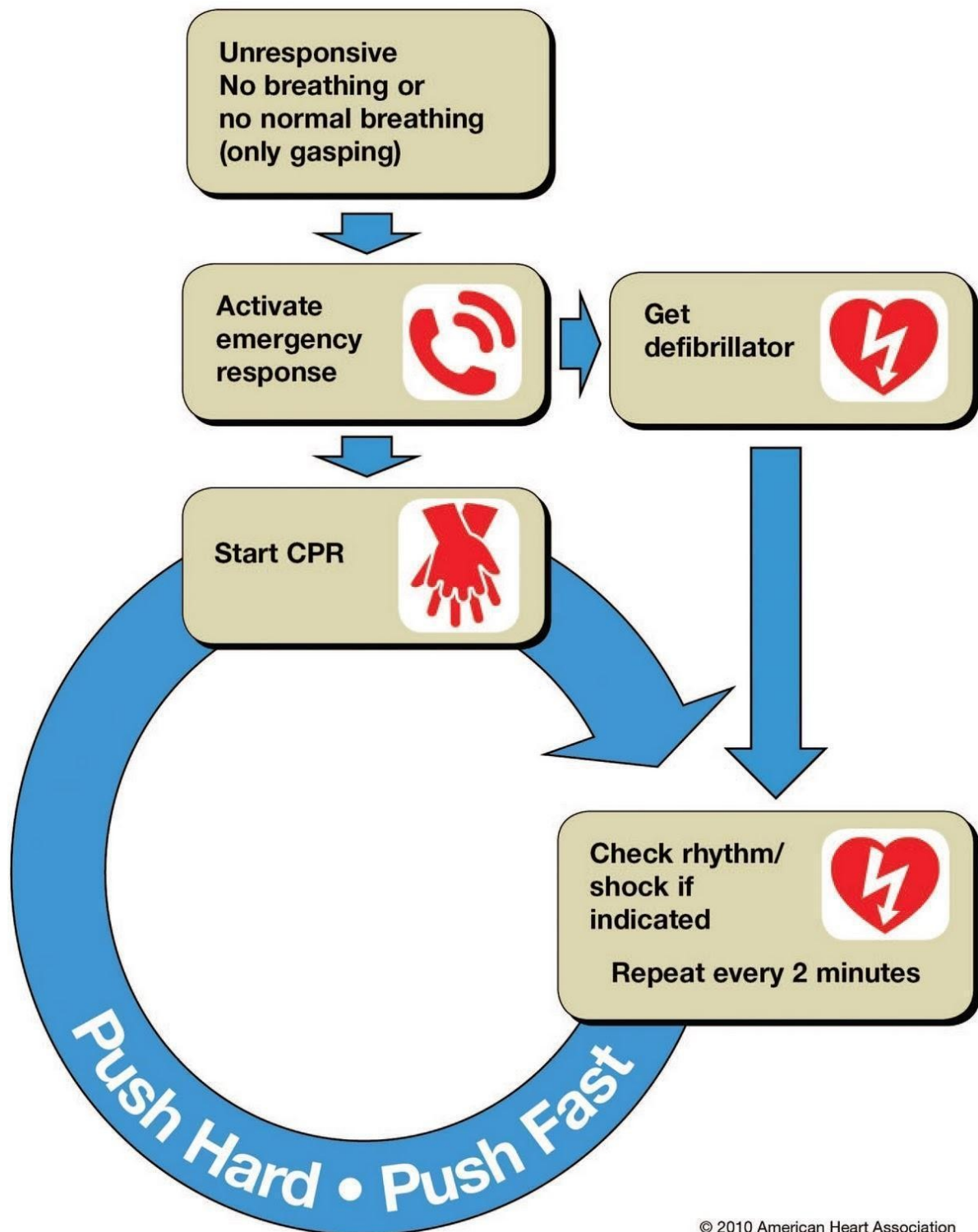
AED Locations by Site



	Center/Building	Location in Building
1	LoGuidice A	Corridor Right of Lobby
2	LoGuidice B	Main Passageway
3	LoGuidice B	Weight Room
4	LoGuidice C Conservation	Shop
5	LoGuidice C Welding	Shop
6	LoGuidice D	Growing Healthy
7	LoGuidice E	Corridor Left of Lobby
8	LoGuidice E Nurse	Nurse's Office (E BLDG)
9	LoGuidice T	Construction Trades
10	Hewes A	Main Lobby
11	Hewes B	Metal fabrication
12	Hewes C	Diesel Mechanics
13	Hewes D	Main Room
14	Hewes E	Main Lobby
15	Hewes E Nurse	Nurse's Office
16	Hewes T	Common Room
17	Carrier	Main Lobby
18	Ormsby	Corridor Right of Lobby
19	Academy at Maple Avenue	Nurse's Office
20	Academy at Maple Avenue	Main Office
21	Baker Road	By Nurse's Office
22	Baker Road	By Gym
23	P-TECH	Main Corridor
24	P-TECH	2nd Floor Commons
25	P-TECH	Nurse
26	Camp P-Tech	Main Lobby

CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL

Simplified Adult BLS



Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the governor declares a public health emergency involving communicable disease.

The plan will be shared with the presidents of the Tri-County BOCES Education Association (TBEA), Administrative Management Association (AMA), the Principals/Supervisors Association (PSA), and the United Support Association (USA) for input as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

As the authorized official of Erie 2-Chautauqua-Cattaraugus BOCES (E2CCB), I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of Chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

Adopted by the Board of Education on this Date: __March 3, 2021_____

Definitions

Communicable disease: shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host.

Contractor: shall mean an individual performing services as party to a contract awarded by the state of New York or any other public employer defined in paragraph b of this subdivision. "

Visitors: shall refer to a person who comes to spend time with or stay with others in a place temporarily.

Essential employee: shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job.

Non-essential employee: shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job.

Personal protective equipment (PPE): shall mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.

Public employer or employer: shall mean the state of New York, a county, city, town, village or any other political subdivision or civil division of the state, a public authority, commission or public benefit corporation, or any other public corporation, agency, instrumentality or unit of government which exercises governmental power under the laws of this state, provided, however, that this subdivision shall not include any employer as defined in section twenty-eight hundred one-a of the education law.

Retaliatory action: shall mean the discharge, suspension, demotion, penalization, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requiring public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The law requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease, which shall include identification of essential personnel, needed personal protective equipment, staggering work shifts and providing necessary technology for telecommuting. Provisions and protocols for supporting contact tracing and to identify sites, if necessary, for emergency housing for essential employees.

While the severity and consequences of a declared public health emergency cannot be predicted, this plan will help to minimize the impact on E2CCB mission, personnel and facilities. This plan will be added to the E2CCB District Safety Plan.

Scope

This plan is pertinent to a declared public health emergency involving communicable disease in the State of New York that may affect E2CCB. It is in the interest of the safety of our students, staff, visitors and contractors, and the continuity of our operations that we have promulgated this plan. This plan has taken guidance from the E2CCB reopening school plan developed in response to COVID-19. That plan establishes and explains the necessary policies and practices that were put into place following federal, state and local health official's guidelines.

Situation Overview

This plan has been developed in accordance with amended laws to support continued resilience to deal with infectious diseases which may emerge and cause a declaration of a public health emergency. Infectious diseases are caused by pathogenic microorganisms, such as bacteria, viruses, parasites or fungi. The circumstances of infectious disease emergencies, including ones that rise to the level of a pandemic, vary by multiple factors, including type of biological agent, scale of exposure, mode of transmission and intentionality.

The health and safety of our students, staff, visitors and contractors is crucial to maintaining our mission essential operations. Our plan incorporates recommendations and guidance from the Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYSDOH), and the New York State Education Department (NYSED). The fundamentals of reducing the spread of infection include:

- The District will emphasize washing hands with soap and water or using hand sanitizer frequently, including:
 - After using the restroom
 - After blowing your nose, coughing or sneezing
 - After touching/disposing of garbage
 - After handling your face covering
 - Before, during, and after preparing or eating food
 - Before touching your face or after using a public computer, touching tables, chairs and countertops, etc.
- Practice social distancing and wearing a face covering whenever it cannot be maintained;
- Post signage detailing symptoms at designated entry points;
- If you are sick stay home, notify your supervisor immediately;
- Isolation measures/ restriction of ill or exposed persons
- Staff, students, visitors and contractors do daily self-screening if necessary, based on guidance of symptoms from our local and state departments of health.
- Students or staff with a temperature, signs of an illness who come to school will be sent directly to a dedicated isolation area, prior to being picked up or otherwise sent home;
- Cleaning and disinfecting frequency, especially high touch areas;
- Training for staff, students, visitors and contractors on all protocols to help reduce the spread of infection;
- Any other guidance, which may be published by the Center for Disease Control and Prevention (CDC), the State Department of Health, or County health officials.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication from federal, state and local health officials. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

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

- The health and safety of our employees, visitors and contractors, and their families, is of utmost importance.
- The circumstances of a public health emergency may directly impact our own operations and the way we teach our students in our facilities.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety.
- The public and our constituency expects us to maintain a level of mission essential operations.
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them.
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services.
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public and local health officials and the Governor of New York State.
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

Concept of Operations

The District Superintendent of Schools or, his/her designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the District Superintendent of Schools.

Upon the determination of implementing this plan, all employees and contractors of E2CCB shall be notified by identify means of notification, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Identify constituency groups will be notified of pertinent operational changes by way of identifying means of public/constituent notification. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The District Superintendent, his/her designee, will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The District Superintendent of E2CCB, his/her designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary. The District will monitor the severity of the health emergency as needed to support the continued performance of essential functions.

Upon resolution of the public health emergency, the District Superintendent of E2CCB, their designee, or

their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, E2CCB is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of staff, visitors, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Maintain essential building functions and systems
5. Uphold the core values of E2CCB with a commitment to students, families and the communities that it served.

The E2CCB has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of a one function to others
- The recovery sequence of essential functions and their vital processes

These following functions are deemed essential in the event of a state-ordered reduction of in person staff to monitor system management, buildings, payroll, and food services for E2CCB:

Position	Detail and Rationale
District Administration & Clerical Support	Day-to-day decisions dealing with educational programs, staff, spending, safety, and operations during the health emergency
Information Technology	Providing tech support to both students and staff. Maintains critical communication tools including the network, email and phone system.
Distance Learning	Providing essential functions to allow for remote learning and communication tools for faculty & staff.
Food Services	If schools are directed to provide meals to students and families, personnel will be essential for this purpose. Distribute food to students who need meals while schools are closed.
Buildings and Grounds	If schools are directed to provide meals to students and families as outlined above, custodians and laborers will be essential in the safe

	opening of schools. Address requirements of facilities and facility systems (e.g. gas and electricity), as well as space use and management. Daily sanitation and cleaning, snow removal when necessary, etc. if personnel are working within our schools for meals, instructional resource distribution or other functions.
Business Offices	Essential functions are, at minimum, accounts payable. Depending on the public health emergency, purchasing (of supplies and equipment) and accounts payable may serve essential functions.
Human Resources Office	Ensuring compliance with regulation, policy, and legal requirements to ensure safety and continuation of the workforce needed to operate the District. Ensure processing of payroll.
Communications & Development Department	To ensure plans of communication are developed and shared with students, parents, faculty & staff.
Instructional Programs	To ensure delivery of instruction to students attending BOCES programs.
Transportation	If schools are directed by the state to provide meals to students and families, or if schools are directed to provide a continuity of instruction, transportation personnel will be essential for the distribution of meals and/or instructional resources, such as technology.
Curriculum Office and Student Support Services	Maintaining the instructional programs and providing access to activities, and services for all students. Ensure social emotional needs of students are addressed.

Essential Positions

E2CCB has determined the following positions are deemed essential due to the nature of the duties, the equipment needed to perform their duties, and/or the highly confidential nature of their duties that cannot be performed off-site, which are critical to the fulfillment of our mission. Note: while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Role	Titles (s)	Detail and Rationale
Food Service	Manager	Food service manager is responsible for

	Food service staff/Teacher aides	accepting food deliveries and overseeing inventory. Food service employees and teacher aides are needed for meal preparation and distribution.
Building & s Grounds	Director of Facilities Mechanics/custodians/laborers/ Truck Drivers	Prioritizes the duties of the department and oversees all staff. Fulfilling the essential functions in the district to maintain the safety of the staff in the facilities including general maintenance and cleaning and disinfecting.
Information Technology	Associate Director of Technology Technology Staff	The IT manager establishes all priorities for IT tasks and organizes staff. IT staff members provide support in setting up hardware and software, network management, and help desk support. Maintains critical communication tools including the network, email and phone system.
Business Offices	Executive Director of Finance District treasurer Shared Business Office Staff	Prioritizes the duties of the office and oversees all staff. Fulfilling the essential functions in the district (account payable and receivable)
Human Resources	Executive Director of Human Resources Payroll Staff Administrative assistants	Ensuring compliance with regulation, policy, and legal requirements to ensure safety and continuation of the workforce needed to operate the District. Ensuring processing of payroll continues.

Reducing Risk through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, if necessary, we can decrease crowding and density at work sites.

Remote Work Protocols

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

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
 - a. Internet capable laptop
 - b. Necessary peripherals
 - c. Access to VPN and/or secure network drives
 - d. Access to software and databases necessary to perform their duties
 - e. A solution for telephone communications
 - f. MIFIs if needed

IT infrastructure to support web meetings with the staff. IT will provide instruction on using technology and support for students, families, and faculty/staff. Devices will be distributed to staff and students as needed for remote learning. Also, provide support for teachers and administration on designing effective online/remote learning experiences.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. If necessary, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, E2CCB will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts may require the following staff:

1. Maintenance mechanics and cleaners (any other positions, if deemed necessary, to limit exposure).
 - a. Approval and assignment of any changed work hours would be managed by the Director of Facilities.
2. Information Technology staff members as determined by the Director of Instructional Services and the Associate Director of Technology.
3. Other staff members as needed.

Personal Protective Equipment and Supplies

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors.

PPE which may be needed can include:

- Face Coverings
- Eye protection (face shields or goggles)
- Gloves
- Disposable gowns and aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, disinfecting spray (or wipes), as well as hand soap and hand sanitizer. The Coronavirus pandemic

(COVID-19), demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

E2CCB will maintain an inventory of PPE as advised by the CDC. During the Coronavirus pandemic, the expectation was to have an inventory of six months' worth of PPE. Additionally, we will utilize trusted vendors (i.e. those recommended by Erie County Department of Health) to ensure our ability to replenish PPE as needed.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
 - a. As specified in the amended law, we are be able to provide at least two pieces of each required type of PPE to each essential employee during any given work shift for at least six months
 - b. The supply will be based on our burn rate during the COVID-19 pandemic. We have set suppliers that are able to provide us with PPE and we also have the ability to purchase supplies using the Erie County trusted vendor list in case of any disruptions.
3. Storage of, access to, and monitoring of PPE stock
 - a. PPE is stored in a climate-controlled environment to will prevent degradation:
 - b. Employees have immediate access to PPE in the event of an emergency
 - c. The supply of PPE is monitored to ensure integrity and to track usage rates:
 - d. The supply level will be also based on the PPE necessary for staff in order to continue to provide services and support to E2CCB, given the current guidance on various supplies and strategies from the CDC or state and local health departments.

The Director of Facilities will work with the BOCES locations to determine inventory needed to support the district based on the numbers of staff and students, and with considerations necessary for essential workers to remain on site. Contractors are not classified as employees of E2CCB, and as such are not provided with PPE, unless required by state or federal law.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

- Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following CDC, State Department of Health, or County health officials guidance, we have established the following protocols:
- If a student, staff, visitor or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
 1. Potentially exposed students, staff, visitors or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing and any other CDC/public health

guidance for the communicable disease in question.

- a. If possible, these employees will be permitted to work remotely during this period of time if they are not ill, as determined by their immediate supervisor.
 - b. The District Superintendent, or his/her designee, will be notified and Human Resources is responsible for ensuring these protocols are followed.
 - c. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected.
 - d. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing
2. CDC/ public health guidance for COVID-19 provides that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
 3. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
 4. In-person interactions with the subject employee or contractor will be limited as much as possible.
 5. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol. See the section on Cleaning and Disinfection for additional information on that subject.
 6. If at any time they exhibit symptoms, refer to item B below.
 7. The District Superintendent, or his/her designee, is the decision-maker in these circumstances and Human Resources is responsible for ensuring these protocols are followed

● If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:

1. Students, staff, visitors and contractors who exhibit symptoms in the workplace should be immediately separated from other students, staff, visitors and contractors. They should immediately be sent home with a recommendation to contact their physician, in the case of a student
2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
4. The Human Resources Department must be informed in these circumstances and are responsible for ensuring these protocols are followed

● If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:

1. Apply the steps identified in item B, above, as applicable.
2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
 - a. Any common areas entered, surfaces touched, or equipment used shall be cleaned and

- disinfected immediately.
- b. See the section on Cleaning and Disinfection for additional information on that subject.
- 3. Identification of potential employee and contractor exposures will be conducted
 - a. If an employee or contractor is confirmed to have the disease in question, the local Department of Health will be notified and will inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Health Insurance Portability and Accountability Act (HIPPA).
 - b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.
- 4. The Human Resources Department must be notified in these circumstances and are responsible for ensuring these protocols are followed

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow the Center for Disease Control and Prevention (CDC) and the public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed. If it is determined by the New York State Department of Health to do Rapid Testing, which was used during COVID-19 to detect that virus, we will follow this requirement.

Cleaning and Disinfecting

The Center for Disease Control and Prevention (CDC) provides specific guidance for schools to aid in determining what level of cleaning and/or disinfection is necessary. Our cleaning will include classrooms, restrooms, cafeterias, libraries, playgrounds, and other surface areas. The guidance provides a general framework for cleaning and disinfection practices. The framework is based on doing the following:

1. We will identify cleaning and disinfection frequency for each facility and area type; and we will maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate for the task.
3. Soiled surfaces will be cleaned with soap and water before being disinfected.
4. Surfaces will be disinfected with products that meet both the US Environmental Protection Agency EPA and the NYS Department of Environmental Conservation (DEC) criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will be trained to follow instructions of cleaning products to ensure safe and effective use of these products.

The above protocols were used during the summer of 2020 in our Reopening Plan to safely reopen schools during the COVID-19 pandemic. This framework will be implemented, if appropriate, during a communicable disease public health emergency that may affect our district.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances and E2CCB is committed to reducing the burden on our staff and contractors. The Families First Coronavirus Response Act, for example, provided requirements related to the COVID-19 pandemic that extended specific paid sick leave to employees. E2CCB will comply with any and all current leave requirements and benefits for our employees and contractors in accordance with New York State and federal law.

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

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of E2CCB, and as such are not provided with paid leave time by E2CCB, unless required by state and federal law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, or off-site visits.

This information may be used by E2CCB, along with either the Chautauqua County Department of Health or the Erie County Department of Health, depending on the location of the staff member, to support contact tracing within the organization.

Employees are required to sign-in at the main entrance to our centers/buildings on a daily basis unless otherwise directed by their supervisor. The Buildings and Grounds Department is responsible for managing maintenance, cleaning staff, and any outside contractors/visitors present inside the facilities. Any office and support staff will document their hours, areas of work and visits, along with using the wall mounted card swipes to enter the buildings. The Human Resources Department will manage this information for contact tracing.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures.

Wherever possible, staff will be cross-trained in our facilities to step in to support some essential operations when needed in the event of the spread of the subject communicable disease within our staff or our community.

If such a need arises where we might need to isolate essential staff to maintain operations in our buildings, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available in the area, E2CCB will coordinate with the supervisors of the municipality of our educational centers to arrange for these housing needs. The District Superintendent or his/her designee will be responsible for coordinating any housing for essential employees.