

Cayuga-Onondaga BOCES
BOCES-Wide School Safety Plan
Commissioner's Regulation 155.17

Adopted by the Board of Education: August 15, 2019

Introduction

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. Districts and BOCES are required to develop a School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district or BOCES with local and county resources in the event of such incidents or emergencies.

The BOCES-Wide plan is responsive to the needs of all programs within the BOCES and is consistent with the more detailed emergency response plans required at the school building level. Schools are at risk of a wide variety of acts of violence, 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 at the BOCES and its facilities.

The Cayuga-Onondaga BOCES continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The District Superintendent encourages and advocates this ongoing BOCES-Wide cooperation and support of Project SAVE.

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SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Cayuga-Onondaga BOCES-Wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the District Superintendent, the Cayuga-Onondaga BOCES Board of Education appointed a BOCES-Wide School Safety Team and charged it with the development and maintenance of the BOCES-Wide School Safety Plan.

B. Identification of School Teams

As referenced in the previous section, the Cayuga-Onondaga BOCES has appointed a BOCES-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, faculty, administration, law enforcement, fire service, school safety personnel, and other school personnel. The members of the team and their positions or affiliations are as follows:

Member’s Name	Position or Affiliation
Brian Hartwell, Ed.D.	District Superintendent of Schools
Jessica Docteur	Deputy Superintendent
Doug Tomandl	Assistant Superintendent for Management, Regional Services & Finance
Susan Lynch	Director of Special Education
Kathryn Carlson	Board Member
Al Albring	Head Building Maintenance Person
Steve Woodard	Director/Principal of Career and Technical Education, Alternative Education & Adult Education
Chief Jason Wells	Aurelius Fire Department
Kevin Foster	Fire Marshal, Town of Aurelius
Lt. Michael Wellauer	Cayuga County Sheriff’s Department
Deputy Jacob Ross	Cayuga County Sheriff’s Department
Suzanne Burnett	Teaching Assistant
Tony Abbatiello	Director of Instructional Support Services
Jack Mekeel	Safety Coordinator

C. Concept of Operations

General protocols reflected in the BOCES-Wide School Safety Plan guide the development and implementation of the Building Safety Plans. The BOCES-Wide Safety Plan sets forth the general procedures and protocols to be adhered to at each school and serve as the standard operating procedures.

In developing the BOCES-Wide plan, key internal and external stakeholders were involved in order to garner the best local operational knowledge and the best emergency management and safety expertise in creating and revising the plan. The Cayuga-Onondaga BOCES is an integral part of the community and, as such, it is important that community stakeholders are involved and understand the role of the BOCES and its relationship to the safety of the community at large.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Emergency Response Team (BERT).

Upon activation of the Building Emergency Response Team, the District Superintendent or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols.

Chief Emergency Officer

Brian Hartwell, District Superintendent, is the BOCES Chief Emergency Officer. The responsibilities of the Chief Emergency Officer are:

- Coordinating communication between school staff and first responders
- Ensuring understanding of the BOCES-Wide safety plan
- Ensuring completion of the building-level emergency response plan
- Ensuring the amendment of all plans as needed

D. Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The BOCES-Wide plan may be adopted by the Board of Education only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

This plan will be reviewed periodically during the year and will be maintained by the BOCES-Wide Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available on the BOCES website on or before September 1. In addition, the Building Safety Plan will be sent to the New York State Police and the Cayuga County Sheriff's Department.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over risk reduction. However, not all such events will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and reduce risk by minimizing the impact of any negative event.

This section will identify specific prevention and risk reduction strategies that have been implemented within the Cayuga-Onondaga BOCES. Many of these components serve as both prevention and risk reduction tools.

Program Initiatives

The Cayuga-Onondaga BOCES recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the Cayuga-Onondaga BOCES school community. The following is a partial list of such current initiatives:

- Utilization of Preventing and Managing Crisis Situations (PMCS) techniques and strategies to de-escalate students and maintain a safe environment
- School Threat Assessment Procedures
- Applied Behavior Analysis (ABA) is the use of techniques and principles to bring about meaningful and positive change in behavior
- Trauma Informed Care involves understanding, recognizing and responding to the effects of trauma
- Mental Health First Aid teaches the skills to respond to the signs of mental illness and substance use
- Teaching Tolerance provides strategies regarding diversity and inclusion
- Debriefings is a systematic method of discussing and learning from crisis situations
- Behavior Intervention Plans (BIP) consist of two main parts; the proactive interventions and the reactive interventions
- Functional Behavior Assessments (FBA) consist of identifying behavioral issues and problems, assessing the motivation or reason for the behavior, identifying skills that the student needs to develop and makes recommendations as to what interventions are utilized
- Individual Crisis Prevention Plans (ICPP) are plans to assist students during the earliest stages of distress and escalation before a crisis erupts and promotes the use of coping strategies and interventions
- Positive Behavioral Interventions and Supports (PBIS) are a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students
- Therapeutic Crisis Intervention for Schools focuses on training in proactive and reactive strategies for managing student behaviors

The BOCES encourages its leadership to develop strategies that support a positive safe learning environment for students, such as community involvement in the schools, mentoring programs, or adjusting scheduling to minimize potential for conflicts or altercations.

Training, Drills, and Exercises

- The BOCES will provide annual multi-hazard school safety training for all staff and students. The components of this training will be consistent across the BOCES while the means of dissemination will likely be varied due to the specific needs of program participants involved. Staff training will be routinely conducted at the beginning of the school year and when new staff members begin. Training will be followed by drills that include the entire school population.
- The BOCES will conduct drills and exercises to test the components of the building-level emergency response plan. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. At a minimum, eight evacuation drills (fire drills) and four lockdown drills will be conducted each school year.
- In addition, an annual early dismissal drill will occur, not more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the test, and parents and guardians will be notified in writing at least one week prior to such drill.
- The emergency back-up generator and lighting systems are also tested annually and all systems verified functional without external electricity.

Implementation of School Safety

- Routine Precautions by all staff

All staff is expected to immediately report to their building principal any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community.

Note: Staff should always err on the side of safety and share such information each and every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.

- Limited Access

The Regional Education Center is tasked with implementing this policy while tailoring it to the specific needs of the facility. Generally, this means that the fewest exterior doors necessary to maintain normal business will remain unlocked during portions of the regular school day – most commonly to facilitate morning arrival. Those doors that may need to remain unlocked during a portion of the school/business day should be monitored in some fashion. All entrances are to be secured shortly after the start of the instructional day.

Once secured for the instructional day, the BOCES utilizes an audio and video electronic visitor access control system at their primary entrances that provides a means for school staff to remotely screen and approve visitors prior to actually granting them access into the building.

The BOCES also utilizes a keyless entry / electronic access control system allowing specific access (designated days/times, and entrances) to authorized personnel by presenting a programmed proximity identification card to a reading device at those entrances. This system also automatically unlocks and locks specific entrances to accommodate normal arrival, dismissal and after school activity.

- Staff Photo Identification Badges

All Cayuga-Onondaga BOCES employees are issued photo identification (proximity) badges that are to be displayed at all times while on BOCES property to assist visitors, students and staff in identifying employees as well as possible intruders.

- Visitor Policy

The BOCES Visitors to Schools policy will provide the detail related to how visitors are handled at each building. Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass or a note from the office), staff may approach and inquire as to a subject's business or contact their school's main office immediately.

- Student Sign-Out Procedures

Schools are diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the applicable data maintained within the School Tool software program. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.

- Video Surveillance

A digital video surveillance system is in service at all Cayuga-Onondaga BOCES facilities to assist in monitoring, deterring and recording activity in high use areas, as well as areas of chronic concern or perceived vulnerability.

- Fire Alarm

A fire detection alarm that is linked to a central monitoring station is in service at all Cayuga-Onondaga BOCES facilities. These alarms and fire response procedures are tested regularly consistent with New York State Education Department regulations.

- School Resource Officer

The BOCES contracts with Cayuga County to provide a School Resource Officer on campus during the school day.

Vital Educational Agency Information

The BOCES maintains general information about each educational agency located in the BOCES service area, including information on: school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

B. Early Detection of Potentially Violent Behaviors

The BOCES recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, the BOCES will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development.

Informative materials regarding the early detection of potentially violent behaviors shall be made available to the school community through various means that may include brochures, BOCES-wide newsletters, and the BOCES website.

Students, parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion if deemed necessary.

This communication may extend beyond Cayuga-Onondaga BOCES personnel to include members of the BOCES Safety Team, Law Enforcement, Mental Health Professionals, etc., when deemed appropriate and within existing legal parameters.

C. Hazard Identification

The list of sites of potential emergency include: all facility buildings, playground areas, properties adjacent to schools, buses, and off-site field trips. The BOCES Safety Team has assessed BOCES facilities for any unique hazards and has documented them on the Building Safety Plan.

D. Construction and Capital Project Safety

Each school under the direction of the District Superintendent and the Head Building Maintenance Person as well as the involved construction manager (if applicable) will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement may include conducting background checks on workers, maintaining sufficient and appropriate emergency egress routes, and notifying building occupants of any changes.

The BOCES Safety Team, or a subcommittee thereof, will be involved in monitoring safety during construction projects as needed. The Committee may include the Head Building Maintenance Person, District Superintendent, architect, construction manager, and contractors. The committee will hold additional meetings as needed to review issues and address complaints related to health and safety resulting from the construction project.

SECTION III: RESPONSE

A. Notification and Activation (Internal and External Communications)

Incident Commanders are authorized to and will initiate contact with the appropriate law enforcement officials in the event of a violent incident. The BOCES maintains a list of local law enforcement agencies, and the designation of the individual who is authorized to contact the law enforcement agencies.

The process for informing educational agencies within a BOCES of a disaster or an act of violence include the following possible forms of communication: telephone, e-mail, radio system, NOAA weather radio, BOCES website, intercom or PA system, local media, others as appropriate or necessary.

The system may specify that in the event of an emergency, or impending emergency, the BOCES will notify all administrators within the BOCES to take the appropriate action. The BOCES will utilize the School Messenger System to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. The BOCES might also use local media in some instances or post information on the BOCES website.

B. Situational Responses

- **Multi-Hazard Response Protocols**

In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this document, particularly as they relate to notifications, line of authority, etc., may well be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the Building Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, and location of students, anticipated response time of emergency responders, availability of support personnel, and availability of transportation. Specific emergency situations are identified and standard response procedures are detailed in the Building-Level Emergency Response Plan; however, given the aforementioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life.

The District Superintendent is designated as the person in charge – the Incident Commander – during the initial response to any emergency at the BOCES. The District Superintendent will provide leadership, organize activities and disseminate information with the assistance of the Building Emergency Response Team (BERT) if needed. If the District Superintendent is unavailable, or not on site, the Designated Alternate will act in their absence with the same authority and responsibility.

In most instances where this level of school response is warranted, the BOCES will be seeking assistance from outside emergency responders in resolving the situation. As such, the immediate

objective is generally to contain and manage the incident until the emergency responders arrive on scene.

Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law. By contacting 9-1-1, the system for coordinating the delivery of assistance from both the county and local agencies will be activated.

The Building-Level Emergency Response Plan includes procedures and actions that will be implemented in the event of the occurrence of a hazardous event. Such plans are not available to the public, nor are they to be included in the BOCES-Level Safety Plan.

- Response Protocols for Implied or Direct Threats of Violence

The BOCES policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Emergency Response Plan. The following types of procedure(s) may be used by the BOCES:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Director or Principal of implied or direct threat.
- Determine level of threat with District Superintendent/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team.

- Response Protocols for Acts of Violence

The BOCES policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Emergency Response Plan. The following types of procedure(s) could be used by the BOCES:

- Determine level of threat with District Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform Director or Principal.
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

- Response Protocols for Other Emergencies

The BOCES selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings will be included in the Building-Level Emergency Response Plan. The following possible protocols are provided as examples:

- 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

- Arrangements for Obtaining Emergency Assistance from Local Government

Arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies include contacting 9-1-1 immediately. Additional support can be obtained by contacting the Cayuga County Sheriff's Department, NY State Police, Aurelius Fire Department, and the Cayuga County Emergency Management Office.

- BOCES Resources Available for Use in an Emergency

BOCES resources which may be available during an emergency include all of our facilities at the campus, vans, trucks, heavy equipment, and other vehicles. We can also contact the Town of Aurelius Highway Department to request additional heavy equipment and other resources.

- Procedures to Coordinate the Use of BOCES Resources and Manpower during Emergencies

The Cayuga-Onondaga BOCES will use the Incident Command System to coordinate the use of BOCES resources and manpower during emergencies.

- Protective Action Options

Plans for taking the following actions in response to an emergency where appropriate will be included in the Building-Level Emergency Response Plan: school cancellation, early dismissal, evacuation, and sheltering.

SECTION IV: RECOVERY

A. BOCES Support for Buildings

After an incident, the Post-Incident Response Team will be initiated by the appropriate level emergency response team. Necessary resources will be deployed in order to support the Building Level Emergency Response Team and the Post-Incident Response Team.

B. Disaster Mental Health Services

Mental health services needed will be addressed by the appropriate protocols using the Post-Incident Response Team.