

**DISTRICT-WIDE SAFETY & EMERGENCY  
MANAGEMENT PLAN**

Board Approved: August 29, 2023

## DISTRICT-WIDE SAFETY & EMERGENCY MANAGEMENT PLAN

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## STATE REQUIREMENTS

Requirement	Date
<i>The District-Wide School Safety Team was <b>appointed by the Board of Education</b> on:</i>	August 29, 2023
<i>The District Chief Emergency Officer is<sup>1</sup>: Stephen Tibbetts, Assistant Superintendent for Business &amp; Administrative Services, (914) 937-3820, <a href="mailto:stibbetts@swboces.org">stibbetts@swboces.org</a> appointed on:</i>	July 5, 2023
<i>The District-Wide School Safety Team conducted <b>annual review and updates</b> to the District-Wide School Safety Plan on:<sup>2</sup></i>	June 14, 2023
<i>The District-Wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education <b>30-day public comment period began on:</b><sup>3</sup></i>	July 27, 2023
<i>The District-Wide School Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education <b>30-day public comment period ended on:</b></i>	August 29, 2023
<i>At least one <b>public hearing</b> that provided for the participation of school personnel, parents, students, and any other interested parties, was held prior to adoption of the plan. <b>Date of Public Hearing/Adoption:</b><sup>4</sup></i>	August 29, 2023
<i>The date the District-Wide School Safety Plan was <b>posted on District Website:</b><sup>5</sup> <a href="https://www.swboces.org/dwsafetyinfo">https://www.swboces.org/dwsafetyinfo</a></i>	September 1, 2023
<i>Date <b>training</b> was provided to staff on <b>Building-level Emergency Response Plans, school violence prevention and mental health by September 15th:</b> <sup>6</sup></i>	September 15, 2023

<sup>1</sup> 155.17(c)(1)(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer

<sup>2</sup> 155.17(a) Each district-wide school safety plan and building-level emergency response plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.

<sup>3</sup> 155.17(c)(3) Each board of education, chancellor or other governing body shall make each district-wide safety plan available for public comment at least 30 days prior to its adoption.

<sup>4</sup> 155.17(c)(3) Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties.

<sup>5</sup> 155.17(c)(3) Each district shall file a copy of its district-wide safety plan with the commissioner and all amendments to such plan shall be filed with the commissioner no later than 30 days after their adoption.

<sup>6</sup> 155.17(c)(1)(xiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;

## SECTION I      GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

### PURPOSE

Emergencies in schools are defined as undesirable events that occur and have the potential to cause injury or illness to members of our school community or disrupt the orderly educational process. They range from acts of bullying or harassment to catastrophic natural or man-made events. Emergency management is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for an emergency situation or disaster before it occurs as well as supporting and rebuilding from the emergency after natural or human-made disasters have occurred.

Emergency management in our schools is the continuous process by which our staff, students, administrators, parents, school groups, emergency responders and our community manages hazards in an effort to avoid or mitigate the impact of disasters resulting from hazards. Preventive measures and good planning will reduce the likelihood that emergencies will occur and allow us to address those that do in an expeditious and effective manner.

Districts are required to develop district-wide school safety and emergency management plans designed to prevent and effectively manage such events to minimize the effects of serious incidents and emergencies. These plans also facilitate the coordination of the District with local and county plans and resources when incidents and emergencies occur.

The district-wide plan is responsive to the needs of all schools in the District and is consistent with the more detailed building-level emergency plans. Districts are vulnerable to a wide variety of acts of violence; and natural and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (S.A.V.E.) law. Project S.A.V.E. is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

The Southern Westchester BOCES supports the S.A.V.E. legislation. As such, the Superintendent of Schools, Board of Education, and the entire District staff encourages and advocates on-going district-wide cooperation in support of Project S.A.V.E.

### SUPERINTENDENT'S DIRECTIVE

The Assistant Superintendent for Business and Administrative Services will serve as the District's Chief Emergency Officer (CEO)<sup>7</sup> whose duties shall include, but not be limited to:

1. Coordination of the communication between school staff, law enforcement, and other first responders;<sup>8</sup>

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<sup>7</sup> 155.17(1)(c)(xix) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to:

<sup>8</sup> 155.17(c)(1)(xix)(a) coordination of the communication between school staff, law enforcement, and other first responders;

2. Leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;<sup>9</sup>
3. Ensuring staff understanding of the district-wide school safety plan;<sup>10</sup>
4. Ensuring the completion and yearly update of building-level emergency response plans for each school building<sup>11</sup> The CEO will require each building principal to maintain a Building-level Emergency Response Plan in compliance with Commissioner of Education Regulation 155.17(2). Each plan should be updated annually with the assistance of the Building Emergency Response Team (BERT). The plan shall provide for lockdown, lockout, sheltering, evacuation, early dismissal, fire and other emergency planning and notification (when necessary) to students and staff, annual drills and exercises, and coordination with local and county emergency preparedness administrators. These plans shall be submitted to the District's Safety Team for annual approval and incorporation into the overall District-wide Safety and Emergency Management Plan.
5. Assisting in the selection of security related technology and development of procedures for the use of such technology;<sup>12</sup>
6. Coordination of appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;<sup>13</sup>
7. Ensuring the conduct of required evacuation and lockdown drills in all district buildings as required by Education Law section 807;<sup>14</sup> and
8. Ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.<sup>15</sup>
9. Ensures protocols for responding to a declared state disaster emergency involving a communicable disease are substantially consistent with the provisions of Section 27-C of the Labor Law.

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<sup>9</sup> 155.17(c)(1)(xix)(b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans

<sup>10</sup> 155.17(c)(1)(xix)(c) ensure staff understanding of the district-wide school safety plan

<sup>11</sup> 155.17(c)(1)(xix)(d) ensure the completion and yearly update of building-level emergency response plans for each school building

<sup>12</sup> 155.17(c)(1)(xix)(e) assist in the selection of security related technology and development of procedures for the use of such technology

<sup>13</sup> 155.17(c)(1)(xix)(f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan

<sup>14</sup> 155.17(c)(1)(xix)(g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807

<sup>15</sup> 155.17(c)(1)(xix)(h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner

## IDENTIFICATION OF SCHOOL TEAMS

The District-wide Safety and Emergency Management Plan was developed pursuant to Commissioner's Regulation 155.17(b)(13) and NYS Education Law 2801-a<sup>16</sup>. At the direction of the Board of Education and under the direction of the Superintendent, a District-wide Safety Team will be utilized for emergency management within the District<sup>17</sup>. The Safety Team shall include, but is not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors.

At the discretion of the board of education, a student may be allowed to participate on the safety team. If the Board appoints or selects a student to participate on the safety team, in accordance with Regulation 155.17(b)(14), no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

The duties of the team shall include the development, review, and update of the District-wide Safety and Emergency Management Plan in compliance with Commissioner of Education Regulation 155.17. The District Safety Team should meet regularly throughout the year to conduct the following business:

1. Assess and review the District-wide Safety and Emergency Management Plan annually.
2. Make any necessary recommendations regarding emergency operations, planning, procedures, and/or protocols.
3. Plan and/or advise on the conduction of training sessions as necessary.
4. Meet with, oversee, and help guide the Building-level Emergency Response Teams at each school as necessary.
5. Meet as needed with the District's Emergency Management Consultant to review protocols and procedures as well as receive training and instruction.
6. Ensure that Building Level Teams meet with local government and emergency service organization officials to develop procedures for obtaining guidance and for emergency situations that exceed the expertise and/or resources of the District. These procedures may then be reported to and incorporated into the District's Emergency Management Plan.
7. Conduct all other business as deemed necessary.

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<sup>16</sup> 2801-a Each district-wide school safety team shall be appointed by the board of education, or the chancellor in the case of the city school district of the city of New York, and shall include but not be limited to representatives of the school board, teacher, administrator, and parent organizations, school safety personnel, and other school personnel including bus drivers and monitors.

<sup>17</sup> 155.17(b)(14) District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, parent organizations, bus drivers and monitors, school safety personnel and other school personnel.

## DISTRICT SAFETY TEAM<sup>18</sup>

Members listed here may be removed from the “additional emergency numbers” table

TITLE	NAME	OFFICE PHONE
Director of Facilities	Frank Reale	914-937-3820 x4544
Supervisor, Operations and Maintenance	Mathew Kelleher	914-948-7271 X1262
Chief Operating Officer/Deputy District Superintendent	Brendan Lyons	914-937-3820 X4505
Assistant Superintendent for Business and Administrative Services	Stephen Tibbetts	914-937-3820 X4528
Assistant Superintendent for Educational Services	James Gratto	914-937-3820 X4510
Supervisor of School Safety	Brandon Cruz	914-592-4203 x3167
Director of Communications	Brian Howard	914-592-4203 X3412
Director of Technology	Victor Pineiro	914-592-4203 X3137
Director of Career Services	Dahlia Jackson	914-761-3400 X2300
Director of Special Services	Jessica Walker	914-948-7271 x1203
BASA Union Representative	Brandon Cruz	914-592-4203 X3412
BTA Union Representative	TBD	
SWBOCES Board Representative	Eileen Miller	914-937-3820 x4542
SWBOCES Parent Representative	TBD	
Bus Driver	TBD	

<sup>18</sup> District-wide school safety team means a district-wide team appointed by the board of education, the chancellor in the case of New York City, or other governing board. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.



## CONCEPTS OF OPERATION

1. The District-wide School Safety and Emergency Management Plan will be directly linked to individual Building-level Emergency Response Plans for each school. Protocols developed in the District-wide School Safety and Emergency Management Plan will guide the development and implementation of Building-level Emergency Response Plans.
2. All District building plans have been standardized to the extent possible so that leadership decisions are consistent and leaders may be interchangeable as necessary. The training and expectations set at the district level are applicable to all building team members.
3. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building Emergency Response Team.
4. Once the Chief Operating Officer and/or their designee are notified, the District Emergency Response Team may be mobilized to respond, and when appropriate, local emergency officials will be notified. All will follow the emergency management protocols and practices outlined in the National Incident Management System (NIMS) and will practice Incident Command System (ICS) techniques to better manage these events.

## PLAN REVIEW & PUBLIC COMMENT

1. The District-wide Safety and Emergency Management Plan shall be monitored and maintained by the District Safety Team. The District Safety Team shall review the plan annually before making it available for a 30-day comment period, a public hearing, and, finally, adoption by the Board of Education before September 1st of each year.<sup>19</sup>
2. On June 23, 2022, Governor Hochul signed Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law § 2801-a to require that district-wide school safety teams of public schools, boards of cooperative educational services, and county vocational education extension boards consider the usefulness of silent panic alarm systems when reviewing and amending district-wide safety plans. The District is evaluating the feasibility of panic systems at each school building.<sup>20</sup>
3. Building-level Emergency Response Plans shall be confidential and not subject to disclosure under Article 6 of the Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.

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<sup>19</sup> 155.17(a) Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001, and shall update by July 1st for the 2002-2003 through the 2015-2016 school years and by September 1st for the 2016-2017 school year and each subsequent September 1st thereafter.

<sup>20</sup> 2081-a(2)(f) District-wide school safety teams shall consider, as part of its reviews of the comprehensive district-wide safety plan, the installation of a panic alarm system. For purposes of this paragraph, "panic alarm system" shall mean a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement or, in the case of a school building located in a municipality in which there is no municipal police department, a location designated by the superintendent of state police and may include one or more of the following: wired panic button or buttons, wireless panic button or buttons or a mobile or computer application; The New York State Register, December 2022, <https://dos.ny.gov/system/files/documents/2022/12/122822.pdf> (page 12)

4. Full copies of the District-wide Safety and Emergency Management Plan and any amendments will be submitted to the New York State Education Department on or before September 1st of each year or within 30 days of adoption.
5. The Board of Education must formally adopt the District-wide Plan pursuant to Commissioner's Regulation, Section 155.17(c)(3).<sup>21</sup> This plan will be made available for public comment at least 30 days prior to its adoption.
6. Building-level Emergency Response Plans will be supplied to the New York State Police, County Police and all local police departments covering the District, by October 15<sup>th</sup> of each year or within 30 days of adoption.<sup>22</sup>

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<sup>21</sup> 155.17(c)(3) Each board of education, chancellor or other governing body shall make each district-wide safety plan available for public comment at least 30 days prior to its adoption. Such district-wide plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Each district shall file a copy of its district-wide safety plan with the commissioner and all amendments to such plan shall be filed with the commissioner no later than 30 days after their adoption.

<sup>22</sup> Each board of education, chancellor or other governing body or officer shall ensure that a copy of each building-level emergency response plan and any amendments thereto, is filed with the appropriate local law enforcement agency and with the State Police within 30 days of its adoption, but no later than October 15, 2016 and each subsequent October 15th thereafter. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law.

## SECTION II RISK REDUCTION/PREVENTION AND INTERVENTION

### PREVENTION AND INTERVENTION STRATEGIES<sup>23</sup>

The District utilizes a variety of intervention strategies to reduce risk and prevent critical incidents.

1. The District utilizes trained multidisciplinary Threat Assessment Teams at each building to evaluate threats and implement the appropriate mitigation strategies. The District provides support and record keeping for the activities of each team.
2. Any utilized school safety officers and other security personnel are trained annually with the assistance of one or more of the following collaborative relationships:
  - Emergency Responders
  - District Consultants
3. Training for school staff working in an incident control capacity may include:
  - a. Individual and group de-escalation techniques
  - b. Non-violent conflict resolution skills and
  - c. Peer mediation
4. The District may provide de-escalation techniques and nonviolent conflict resolution training to other staff annually. Each building has some staff trained in nonviolent conflict resolution.
5. Training may be available during staff development sessions, on conference days and via on-demand web-based training modules.
6. Procedures relating to building security including utilization of staff and security equipment are as follows:<sup>24</sup>
  1. All authorized staff members are expected to carry their classroom/office keys/swipe cards at all times.
  2. All staff members are expected to wear District-issued photo identification badges.
  3. After the designated start time of the school day, each school will be appropriately secured.
  4. All visitors must report to each campus' or building's designated single point of entry and sign in before proceeding further into the building.

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<sup>23</sup> 155.17(c)(1)(iii) appropriate prevention and intervention strategies, such as:(a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;(b) nonviolent conflict resolution training programs;(c) peer mediation programs and youth courts; and(d) extended day and other school safety programs

<sup>24</sup> 155.17(b)(1)(xi) policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;

5. All contractors assigned to work in any building must first be authorized by the Facilities Department to receive an identification badge, which must be visible at all times when workers are on school property. All deliverables and delivery personnel must first be authorized by the Facilities Department, prior to delivery. An exception for regular food service deliveries may be made after the vendor has been authorized for the school year.
6. The District has executed Memorandums of Understanding (MOU) with Security Providers as required by NYS Regulation.<sup>25</sup>
7. Extended day and other school safety programs - The district school buildings and facilities provide a valuable resource to our students and community after the conclusion of the school day. The following are strategies are utilized during after-school hours:
  1. To the degree possible, access to areas of the school building is limited to only those needed for activities.
  2. Some buildings may use a modified point of entry.

The District continually investigates other security measures and conducts staff development training to ensure schools are as safe as possible. Security measures include:

- a. Security personnel
- b. Surveillance cameras
- c. Door-lock (buzzer) entry systems
- d. Portable Radios
- e. Alarm Systems
- f. Keypad or swipe entry systems
- g. Single or limited points of entry

#### IMPROVING COMMUNICATION WITH STUDENTS

Each of the schools within the district provides a wealth of school safety-related initiatives. These programs may include peer mediation, bullying prevention, conflict resolution, social skills development, managing emotions and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with school counselors, social workers, and school psychologists. By October 1st of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures.<sup>26</sup>

Each building has established a mechanism for the anonymous reporting of school violence and harassment and has communicated this to students and parents.<sup>27</sup>

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<sup>25</sup> 155.17(c)(1)(xvi)(a) Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan; and

<sup>26</sup> 155.17(g) By October 1 of each school year, the superintendent and chief school administrator have provided written information to all students and staff about emergency procedures.

<sup>27</sup> 155.17(c)(1)(xvi) strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;

The school district's Code of Conduct is accessible to parents and students and reviewed with all students at the beginning of the school year. During the review with students, bullying, discrimination, harassment and violations of the Code of Conduct, along with consequences are discussed.

All staff members are trained in recognizing and effectively dealing with these behaviors, as outlined in the Code of Conduct.

In addition, each school has a wide range of programs and supports that impact school safety. These may include offering a variety of clubs, classroom lessons, small group lessons and/or individual counseling sessions, school-wide meetings, morning meetings in classrooms, assemblies, mindfulness rooms, yoga and movement breaks, and a variety of wellness opportunities.

### REPORTING THREATS OR ACTS OF VIOLENCE

Students, staff, parents and others are informed annually about the importance of reporting threats or acts of violence and the procedures of reporting.

The District has developed a system for reporting threats and actual acts of violence. The procedure for reporting is as follows:

- Students are instructed to report threats and acts of violence to staff members.
- Each school has designated a reporting process, which can be done anonymously.
- Staff members are required to report all student referrals to the administration for investigation.
- Staff training programs meet S.A.V.E. requirements. Instruction on issues of school safety is provided to all employees each year.

### TRAINING, DRILLS AND EXERCISES

#### DRILLS AND EXERCISES<sup>28</sup>

The District will conduct emergency management drills and exercises annually including, but not limited to:

**EVACUATION AND LOCKDOWN DRILLS.**<sup>29</sup> Evacuation and lockdown drills will be conducted during school days in each school within the District with staff and students twelve (12) times annually (September – June). The first eight (8) drills are conducted prior to December 31st of each school year. Eight of all such drills shall be evacuation drills. Four of all such required drills shall be lockdown drills. Prior to the first annual drill, staff shall review emergency response procedures and drill requirements with students during class time. Students are also provided

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<sup>28</sup> 155.17(c)(1)(xiv) procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials;

<sup>29</sup> EL §807.1 eight evacuation drills and four lock-down drills each year, eight of the required drills must be completed by December 31 each school year

the opportunity to ask questions on any procedure that they are not clear on. The appropriate Fire Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding effective building evacuation in the event of a fire. Four of the required drills must be through use of the fire escapes on buildings *where fire escapes are present* or through the use of identified secondary means of egress.<sup>30</sup> The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the lockdowns drills and offer feedback regarding the effectiveness of these drills. Drills shall be conducted at different times of the school day with at least one of the eight required evacuation drills occurring during a mass gathering event such as lunch or assemblies. Instruction in drill procedures, including during lunch periods and assemblies, is conducted annually by staff.<sup>31</sup> At least two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school.<sup>32</sup>

Prior to the commencement of each school year, the Building-Level Emergency Response Team shall conduct an inventory of any special needs students. Appropriate accommodations for the school year will be incorporated into each Building-Level Emergency Response Plan.

**EARLY DISMISSAL DRILL<sup>33</sup>:** The District will conduct an Early Dismissal drill annually wherein students are dismissed no more than 15 minutes before the normal dismissal time. Parents will be notified of these drills at least one week prior. Transportation Officials and District staff may also take place in conducting and evaluation of this drill. This drill also allows the District to test the usefulness of the communications and transportation system during emergencies.<sup>34</sup>

**SHELTER-IN-PLACE AND/OR LOCKOUT DRILLS:** While not required, each school in the District may conduct Shelter-in-Place and/or Lockout drills in addition to those drills required by New York State regulation. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding the effectiveness of these drills.

In addition to post-drill debriefings conducted by each building-level emergency response team, each building will complete a drill evaluation form that will be submitted to the district-wide safety team for periodic review, which includes observations from the drill as well as any additional feedback obtained from building personnel. Changes to procedures are made as needed. The district-wide safety team should evaluate communications and transportation systems during emergencies.<sup>35</sup>

Each Building-level Emergency Response Team and representatives of the District administration engage in tabletop exercises facilitated by the district's emergency management consultant. Emergency

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<sup>30</sup> EL §807.1 four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress

<sup>31</sup> EL §807.1 Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly

<sup>32</sup> EL §807.1-a at least two additional drills must be held during summer school in buildings where summer school is conducted, one must be held during the first week of summer school.

<sup>33</sup> 155.17(h)Fire and emergency drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

<sup>34</sup> 155.17(h)(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

<sup>35</sup> 155.17(h)(2) Such drills shall test the usefulness of the communications and transportation system during emergencies.

response agencies are encouraged to participate in these exercises. The district may opt to conduct functional exercises with emergency response agencies to involve staff, students and parents in realistic drills.

A summary of drill procedures are detailed in each of the Building-Level Emergency Response Plans.

#### STAFF DEVELOPMENT TRAINING

All general staff will receive training on District-wide procedures as well as specific procedures contained within their respective building-level emergency response plan. This training shall occur prior to September 15<sup>th</sup> of each school year or within 30 days of joining the district. This training will be conducted at a staff development day in August, online or a combination of both.<sup>36</sup>

The District will provide advanced training for each Building-level Emergency Response Team (BERT) and District-wide Safety Team annually. The training will include practices and procedures to educate, evaluate, update and review all Emergency management protocols and procedures the teams perform including, but not limited to Lockdown, Lockout, Evacuation, Shelter-In-Place, Hold-in-Place and Early Dismissal. The District may involve local emergency responders to participate in this training.

Additional training may include but is not limited to:

- De-escalation training
- Warning signals for violence and mental health concerns
- Non-violent conflict resolution
- Student School Emergency Response Procedures Training

#### PROACTIVE BUILDING SECURITY MEASURES

1. The District buildings use limited points of entry. All doors are locked. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote “buzzer” entry during normal school hours.
2. Main Office Buildings on each campus have greeters or office staff members just inside the entrance. These individuals ensure visitor sign-in procedures and help supervise building traffic flow. The building principals are responsible for supervision of the greeters and other staff.
3. Staff members are required to wear visible identification badges.
4. Visitors are required to sign in and wear visitor identification.

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<sup>36</sup> 155.17(c)(1)(xiii) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district’s existing new hire training program, whichever is sooner;

5. Visitor access is limited to specific areas of the school building.

#### VITAL EDUCATIONAL INFORMATION<sup>37</sup>

Information on each building's student and staff, transportation needs, and the telephone numbers of key officials are outlined in each Building-level Emergency Response Plan. The purpose of including such information in the Building-level plan is to ensure coordination or coverage in the event of a serious incident.

#### EARLY DETECTION OF POTENTIALLY DANGEROUS BEHAVIOR<sup>38</sup>

This section contains the District policy and procedure for disseminating information regarding early detection of potentially dangerous behavior.

1. A "plain language" summary of the District's Code of Conduct is provided to all students in the District at the start of every school year to ensure that all students understand acceptable behavior in the school setting. The Code of Conduct delineates, among other behavior, lack of tolerance for harassment, discrimination, bullying and violence.
2. A "plain language" summary of the District's Code of Conduct is mailed or emailed to all parents/guardians of students in the District at the start of each school year, and is disseminated at the time of registration thereafter.
3. All new employees will be provided with a copy of the Code of Conduct at the time of hire. All teachers and other staff members will be provided with a copy of the Code of Conduct annually.
4. Efforts are made on the building level in each of the District's schools to identify, prevent, and resolve potentially dangerous behavior at the earliest possible stage. Teams meet regularly in each building in order to work with classroom staff in identifying and preventing potentially dangerous behavior. School counselors, school psychologists, school social workers, nurses, outside agencies (when appropriate), administrators, teachers, parents/guardians and students may be involved in this process.
5. District students at all grade levels participate in instruction guided by evidence-based violence prevention/intervention programs. Elements of these programs support students in identifying potentially violent or problematic situations with peers and in developing strategies to address these such as reporting to an adult.

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<sup>37</sup> 155.17(h)(i) Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.

<sup>38</sup> 155.17(c)(1)(xii) policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including but not limited to the identification of family, community and environmental factors to teachers, administrators, school personnel including bus drivers and monitors, persons in parental relations to students of the school district or board, students and other persons deemed appropriate to receive such information;



6. Secondary health curricula incorporate information regarding emotional health, the impact of drugs and alcohol on an individual's behavior, and on responsible decision-making.
7. Each of the District's school psychologists/social workers may facilitate counseling groups for identified students around issues related to poor social skills development, managing emotions, and good decision-making.
8. Certified and noncertified staff members working with students who have been identified by the Committee on Special Education as being at-risk for engaging in violent behaviors receive annual training in crisis prevention and intervention.
9. The District may work in collaboration with building-level and District-wide PTAs to offer parents/guardians information regarding early-warning signs of potentially dangerous and/or violent behavior, as well as a forum to discuss specific parental concerns.

#### POLICE AGENCIES

The District buildings fall within the jurisdiction of the following police departments:

<u>Agency</u>	<u>Phone Number</u>
Westchester County Police	914-741-4400
New York State Police	914-769-2600
North Castle Police (Rye Lake Campus)	914-273-9500
Greenburgh Police (Career Campus)	914-989-1700
Harrison Police (450 Mamaroneck Ave)	914-967-5111
White Plains Police (St. Matthew)	914-422-6111
Tarrytown Police (Tappan Hill)	914-631-5544
Rye Brook Police (17 Berkley)	914-937-1020

#### FIRE AGENCIES

The District buildings fall within the jurisdiction of the following fire departments:

<u>Agency</u>	<u>Phone Number</u>
North Castle Fire Department (Rye Lake Campus)	914-761-4545
Fairview Fire Department (Career Campus)	914-949-5600
Harrison Fire Department (450 Mamaroneck Avenue)	914-835-0053
White Plains Fire Department (St. Matthew)	914-422-6361
Tarrytown Fire Department (Tappan Hill)	914-631-5610
Rye Brook Fire Department (17 Berkley)	914-939-1121

## HAZARD IDENTIFICATION

### IDENTIFICATION OF POTENTIALLY DANGEROUS OR HAZARDOUS SITES

Each school will identify and locate areas of potential emergencies in and around its building. The Director of Facilities and building custodians will locate these sites.

1. These sites are to include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves. Local fire department personnel have and will continue to participate in these efforts.
2. These sites of potential emergencies will be listed in each Building-level Emergency Response Plan supplied to police, fire, emergency management services, and District personnel.
3. Potentially dangerous sites indicated below that are contained within school property and under the jurisdiction of the school district, will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:
  - Electrical panels/shut-offs
  - Gas lines/shut-off
  - Gas appliances
  - Heating plant
  - Sewage system
  - Structural failure
  - HVAC
  - Water supply/shut-off
  - Chemical storage and cleaning supplies
  - Paper supply storage
  - Industrial arts room
  - Science rooms and labs
  - Isolated areas near the school
  - Nearby aqueduct, streams, ponds, rivers (flooding)
  - Steep areas near school
  - Unprotected exterior gas/electric, air conditioning supplies or equipment
  - Playground equipment

## SCHOOL SAFETY PERSONNEL ALLOCATIONS, HIRING, DUTIES, AND TRAINING<sup>39</sup>

### PRIVATE SECURITY AND SCHOOL RESOURCE OFFICERS

This plan includes contracts or memoranda of understanding that define the relationship between the district, personnel, students, visitors, law enforcement, and public or private security personnel. These contracts or memoranda are consistent with the Code of Conduct, and define the roles, responsibilities, and involvement in the schools of law enforcement or security personnel. The role of school discipline is delegated to school administration.

District Memorandum(s) of Understanding related to this section are maintained in the District office.

### ALLOCATIONS

At the main office building on each campus, there is a single point of entry for visitors at each building and visitors to the school must be buzzed into the building, sign in and receive an identification badge issued by a safety greeter. Staff in the building all wear district-produced identification badges which must be worn at all times. Staff is trained to report to the main office any person they observe who is not wearing a badge.

### HIRING

The interviewing and hiring of safety personnel follows the district's practices for hiring of new staff. All new staff employed by the District must be fingerprinted in order to be employed.

### DUTIES AND TRAINING

#### **Greeters**

- contracted personnel at the Rye Lake Campus, St. Matthew's and Tappan Hill School
- buildings are staffed during regular school hours
- primarily responsible for enforcement of the visitor protocols
- perform perimeter patrols
- detection of hazards
- deter and report unlawful activity
- provide escorts for parents and students when needed
- members of building-level emergency response teams

#### **School Monitors**

- staffed at Valhalla and Rye Lake Campuses
- actively monitor the building and support the staff with student safety and traffic
- provide student supervision
- check that school procedures are being adhered to
- guide the arrival and dismissal processes

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<sup>39</sup> 155.17(c)(1)(xvii) a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;

- escort students if needed

**Security Aides**

- staffed during regular school hours as well as for special events in the evening and on weekends
- enforce our visitor policy as well as actively monitor the building and support the staff with student safety and traffic

**Required training includes:**

- School violence prevention and intervention training
- Site-specific training including review of all manuals (e.g., school district policies, Code of Conduct, District-wide School Safety Plan, School Handbook, etc).
- Right-to-know training
- Blood borne pathogen training
- Other required trainings as needed

## SECTION III RESPONSE

### NOTIFICATION AND ACTIVATION - INTERNAL AND EXTERNAL COMMUNICATIONS

#### INTERNAL

After receiving the information from the Incident Commander at the scene, an email will be sent from the Chief Operating Officer's office or designee to all administrators and administrative offices alerting them to the nature and status of any incident in the district. The mass communication system may be used to provide information as deemed appropriate by the Incident Commander. Portable radios will also be used when possible.

#### EXTERNAL

Anyone with knowledge of an emergency event is encouraged to immediately call 911.

The District's mass communication system will be used to provide information to parents/guardians and emergency contacts. The District website may also be used to provide updated information throughout an incident as deemed appropriate by the Incident Commander. Schools may also use their websites, groups, and hotlines for announcements or updates as directed by the Incident Commander.

When an emergency requires notification of staff, the Chief Operating Officer or his/her designee will provide updated information to parents and students through the emergency notification system. Additional information may also be found on the District's website: <https://www.swboces.org/>

During an emergency, all contact with the media will be handled either by the Chief Operating Officer or their designee. The media and public will be informed and updated as soon as practicable on all developments in statements released by the Chief Operating Officer or their designee. Students, staff and parents should refer all questions and requests for information to the Chief Operating Officer in order to assure the release of factual and current information. The Chief Operating Officer may refer such requests to the Public Information Officer for response.

By definition, emergency events are unforeseen and unpredictable. The safety of students and staff is the primary focus of all activities surrounding an emergency event. Every effort will be made to contact parents and the general public once the situation has stabilized.

### SITUATIONAL RESPONSES

#### MULTI-HAZARD RESPONSE

In the event of an emergency, a Command Center will be set up at a safe location in collaboration with emergency responders. Each building has specific plans for dealing with a wide range of hazards. Specific response procedures are sensitive in nature and therefore are contained within each confidential building-level emergency response plan.

In each emergency, the building's administrator will contact the District office for assistance. The District office will provide support as appropriate and deemed necessary by the Incident Commander

on the scene (i.e. sending additional mental health resources). The Chief Operating Officer or their designee will be the sole contact person for releasing information to the media and for communicating the status of the emergency with other District schools, out-of-district schools, private schools, and outside agencies.<sup>40</sup>

## RESPONSE PROTOCOLS

Role	SWBOCES Title Responsible
Incident Commander	Building / Campus Principal
Public Information Officer	Director of Communications
Safety Officer	Supervisor of School Safety
Liaison Officer	Assistant Superintendent for Educational Services
Incident Log Officer	Director of Technology
Operations Chief	Assistant Superintendent for Business & Admin. Services
Logistics Chief	Director of Facilities
Planning / Intelligence Officer	Chief Operating Officer/Deputy District Superintendent
Administration / Finance Officer	Director of Business

## SCHOOL CANCELLATION

- The Chief Operating Officer or their designee will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- The Public Information Officer will activate use of the District's mass communication system.
- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.

## EARLY DISMISSAL

- The Chief Operating Officer or their designee will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- The Operations Chief will designate people to arrange transportation for students.
- The Public Information Officer will activate use of the District's mass communication system.

<sup>40</sup> 155.17(c)(1)(xviii) in the case of a school district, except in a school district in a city having more than one million inhabitants, a system for informing all educational agencies within such school district of a disaster;

- The Public Information Officer will contact local media, post the information on the website and social media sites utilized by the District.
- The Liaison Officer will notify each of the building principals.

#### EVACUATION

- The Chief Operating Officer or their designee will determine the level of the threat.
- The Operations Chief will contact the transportation supervisor to arrange transportation. They will also arrange for student-parent reunification.
- The Safety Officer will clear all evacuation routes and sites prior to evacuation
- Principal(s) will evacuate all staff and students to prearranged evacuation sites as outlined in building plans. They will report to the Chief Operating Officer or their designee any missing staff or students.

#### SHELTERING SITES (INTERNAL AND EXTERNAL)

- The Chief Operating Officer or their designee will determine the level of the threat and communicate with building principal(s) who are affected by the emergency.
- Principal(s) will move all staff and students to pre-arranged sheltering sites as outlined in building plans. They will report to any missing staff or students.
- The Logistics Chief will make appropriate arrangements for human needs in the event of a long-term situation.

#### PROTOCOLS FOR RESPONDING TO BOMB THREATS, HOSTAGE-TAKINGS, INTRUDERS, ABDUCTION, AND OTHER EMERGENCY SITUATIONS<sup>41</sup>

The District has procedures and provides training for emergencies. Specific response steps are confidential and contained within each Building-level Emergency Response Plan. Emergencies include but are not limited to the following situations.

- Abduction
- Armed Intruders / Active Shooters
- Bomb Threats
- Cyber Security
- Early or Alternate Emergency Dismissal
- Explosions
- Fires
- Hazardous Material Incident
- Homeland Security Threats
- Hostage Situations
- Infectious Diseases

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<sup>41</sup> 155.17(c)(1)(xv) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;

- Severe Weather
- Student-Made Threats
- Suicidal Students
- Suspicious Package Protocol
- Suspicious Persons

#### RESPONSES TO IMPLIED OR DIRECT THREATS OF VIOLENCE<sup>42</sup>

1. Students are required to inform school staff about any direct or indirect threat of violence or actual act of violence to themselves, others or school property.
2. Staff members are required to immediately inform the Principal or their designee of any direct or implied threat of violence or actual act of violence by students, teachers, or other school personnel including bus drivers and monitors as well as visitors to the school, including threats by students against themselves, which shall include suicide. The Principal or their designee decides whether to utilize the building's trained clinician(s) in an effort to de-escalate or defuse the situation.
3. The district disseminates educational material, including but not limited to emails and formal brochures, encouraging parents and visitors to tell school staff about any direct or implied threat of violence or actual acts of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves.
4. After considering the specificity/generality of the threat or severity of the violent act, the Principal or their designee will determine whether to immediately contact the Chief Operating Officer or the Assistant Superintendent to advise them of the threat, obtain assistance to determine the severity of the threat or report the violent act. The Principal will have the discretion to report minor incidents to the Chief Operating Officer verbally and/or in memorandum form after the situation has been resolved.
5. Each building has the availability of a Threat Assessment Team. This is a multi-disciplinary team that uses a nationally recognized evidence-based model to evaluate threats and implement the necessary mitigation steps to help prevent a threat from escalation to an act of violence.
6. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct.

#### RESPONSES TO ACTS OF VIOLENCE<sup>43</sup>

1. The Principal or their designee will determine whether to contact law enforcement personnel. **Threats or actions placing students, staff and others in imminent danger require an immediate**

<sup>42</sup> 155.17(c)(1)(i) policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel, including bus drivers and monitors as well as visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;

<sup>43</sup> 155.17(c)(1)(ii) policies and procedures for responding to acts of violence by students, teachers, other school personnel including bus drivers and monitors as well as visitors to the school, including consideration of zero-tolerance policies for school violence;



**LOCKDOWN protocol followed by a call to the police and the District Superintendent (if safe to do so).** Violent offenses defined in the S.A.V.E. regulations will also require the involvement of the police.

2. The Principal, and/or their designee then determine the appropriateness of directing the Building-level Emergency Response Team to be activated.
3. The Building-level Emergency Response Team (BERT) consisting of trained staff and school personnel may assist with an Evacuation, Lockout, Shelter-in-Place, Hold-in-Place, or Early Dismissal and will follow the appropriate protocol (see appendices for further information). The Incident Command System (ICS) under the National Incident Management System (NIMS) should be followed as closely as possible to ensure good coordination between the building-level teams, District leadership, and responding agencies.
4. If the threat of violence or danger is imminent, a Lockdown may be utilized. A Lockdown is time sensitive and therefore may be requested by any school staff member based on the incident and timely need for the Lockdown. During the Lockdown, all school staff, students, and visitors (including all BERT members) are required to Lockdown in the nearest lockable space and await further instruction, or in some situations, evacuate the campus.
5. Procedures for contacting parents, guardians and persons in parental relation to students in the event of a violent incident or early dismissal are detailed in each building-level emergency plan. The use of the District's mass communication system is typically utilized.
6. Aggressively dangerous and violent students, staff or visitors shall be managed as outlined by the procedures detailed in the district Code of Conduct.
7. The Principal will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct.
8. Principals must keep records of serious threats and acts of violence and report them annually to the state.
9. Prompt contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in each Building-Level Emergency Response Plan.<sup>44</sup>
10. New York State Police, Troop K, (914) 989-1700
11. Town of Greenburgh Police Department, (914) 989-1700 (Career Center Campus)
12. Tarrytown Police Department, (914) 631-5544 (Tappan Hill Campus)
13. City of White Plains Police Department (914) 422-6111 (St. Matthews Campus)

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<sup>44</sup> 155.17(c)(1)(iv) policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;

14. North Castle Police Department, (914) 273-9500 (Rye Lake Campus)
15. Village of Rye Brook Police department, (914) 937-1020 (17 Berkley Drive)
16. Town of Mamaroneck Police Department, (914) 381-6100 (450 Mamaroneck Building)
17. The district has a zero-tolerance policy for acts of school violence.

## PROTOCOLS FOR A STATE DISASTER INVOLVING A COMMUNICABLE DISEASE

### BACKGROUND

In September 2020, Governor Cuomo signed legislation that requires all New York State public employers to adopt a plan for operations in the event of a declared state disaster emergency involving a communicable disease. The new legislation will constitute New York State Labor Law [Section 27-c](#), and serves as a response to the effects of the sudden onset of the COVID-19 pandemic in the Spring of 2020.

In addition to 27-C, the following section was added to [2801-a of the Education Law](#) that required additions to the District Plan.

*Education Law - 2801-a (m) - protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section twenty-seven-c of the labor law.*

#### PROTOCOLS

1. In the event of a state-ordered reduction of the District's in-person workforce, the following is a list of **essential** employees.

Essential Position	Description
Superintendent of Schools	The District Superintendent oversees the agency's work with component school districts, meets regularly with the region's superintendents, and serves as the New York State Education Commissioner's representative in the Southern Westchester region.
Chief Operating Officer/Deputy District Superintendent	Leads the SWBOCES Emergency District Response Team in an emergency situation. Also works with component districts in communicating and implementing directives from the State Education Department and Departments of Health.
Assistant Superintendent for Business and Administrative Services	Develops policies and procedures to ensure that the financial resources of Southern Westchester BOCES are secured, accounted for and used consistent with applicable laws, regulations and policies. Ensures that essential financial functions continue in an emergency situation.
Assistant Superintendent for Educational Services	Works directly with the divisions encompassing student programs, which include Adult and Community Services, Career Services and Special Services and ensures their continuity during an emergency situation.
Director of Operations and Maintenance	The Operations and Maintenance Director is responsible for overseeing the cleaning, maintenance, alterations, repairs, fuel, electricity, telephone services, messenger services and general management services to ensure that BOCES facilities meet all federal, state and local regulations.
Supervisor of Operations and maintenance	Assists the Director of Operations And Maintenance for all facilities.

Assistant Director of School facilities	Maintains building essential systems and functions.
Operations and Maintenance Staff	Custodial staff ensure the effective and continuous operation of BOCES locations.
Food Service Staff	All applicable staff for food distribution, as needed.
All School Principals	The Principal's main focus should be to develop and maintain effective educational programs within his/her school and to promote the improvement of teaching and learning with his/her school.
School nurses	The school nurse has a crucial role in the seamless provision of comprehensive health services to children and youth. Increasing numbers of students enter schools with chronic health conditions that require management during the school day.

2. To enable all non-essential employees to telecommute, Southern Westchester BOCES staff will be guided by the District Telework Guidelines.
  
3. In an effort to reduce overcrowding on public transportation:
  - School start times will be staggered.
  - Schools may be divided into cohorts.
  - Staff and students may walk or drive a personal vehicle to campus .
  - Employees and students may be required to work remotely, as per guidance of the Department of Health and / or the New York State Department of Education.
  - Visitors may be permitted on campus during school hours after they have been preapproved and only after health screenings as per the District re-entry plan.
  
4. A quantity of personal protective equipment (PPE), sufficient to provide to all essential employees, will be procured, stored, and managed as follows:
  - The Facilities Department will maintain an inventory of PPE in accordance with NYS Education Department guidelines, and continually restock and maintain a six month supply. The District maintains a minimum of four PPE vendors to ensure a steady path of supplies.
  - The District maintains secure bulk storage locations that comply with the manufacturer's storage recommendations for each item.
  - PPE equipment will be readily available, if needed.

5. The Southern Westchester BOCES is committed to creating a learning environment that protects student and staff health, safety and privacy. The District will operate under a standard procedure for addressing situations in the event an employee or student is exposed to a known communicable disease that is subject to a state disaster emergency, exhibits symptoms of such disease or tests positive for such disease. The Southern Westchester BOCES District staff will respond as per the Health and Safety section of the District Re-entry Plan.
6. All essential employees will have their hours and work locations documented, including off-site visits, by:
  - All entrances will be locked and monitored by security greeters
  - All employees will use their access cards and log in on the district app for entrance which documents their arrival on premises.
  - All employees must complete the Covid screening as per District policy.
  - Non-essential visitors may be permitted on campus during school hours after they have been preapproved and only after health screenings as per the District policy. Pre Approved visitors will sign in with the security guards/greeters, and their presence registered in the visitor log book. or visitor management system.
7. If emergency housing is needed the District will lodge an essential employee on a district property or at a local hotel.
8. OTHER Any other requirements determined by the Department of Health such as contact tracing or testing, physical distancing, hygiene, and disinfectant, or mask-wearing.

#### IDENTIFICATION OF DISTRICT RESOURCES WHICH MAY BE AVAILABLE FOR USE DURING AN EMERGENCY<sup>45</sup>

District resources are available in each building and stored in a central location. Each building will designate a Command Post. The list, which is not meant to be inclusive, requires the following items:

- Copy of District-Wide School Safety Plan
- Building-level Emergency Plan
- Quick reference Emergency Management Procedures
- List of emergency telephone numbers
- Building floor plans
- Telephones
- Radio communications
- Weather radio
- Flashlights
- Photocopier
- Computer
- Student rosters
- List of individuals with special needs and specific evacuation plans

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<sup>45</sup> 155.17(c)(1)(vii) except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;

- Telephone numbers for parents/guardians Information about emergency needs (e.g. students/staff that require medications, vehicular transportation issues, etc.)
- School and staff census information

#### COORDINATION AND SCHOOL DISTRICT RESOURCES AND MANPOWER DURING EMERGENCIES<sup>46</sup>

The District will, as appropriate, utilize all available manpower during an emergency. Within each building, schools may use the Staff All Call response protocol, that quickly summons all available staff members to a staging area for assignments. Coordination of available employees is typically performed by the Principal or their designee. Specific job duties will be assigned based on the type of emergency and in compliance with the appropriate district and building emergency response procedure. Additional district resources may be requested by any building administrator or designee as needed. The Chief Operating Officer or their designee will call in all available maintenance and custodial staff to provide support during an emergency as needed. Assistance from outside government agencies may also be requested. A specific list of available resources may be found in Appendix 4 of this plan.

#### PARTICIPATING IN UNIFIED COMMAND UNDER ICS PRINCIPLES

##### ASSIGNMENT OF RESPONSIBILITIES

A chain of command consistent with the National Interagency Incident Management System (NIMS)/Incident Command System (ICS) will be used in response to an emergency. Members of the School, Emergency Response Team, will be part of this system. In the event of an emergency, the response team will adopt NIMS/ICS principles based on the size, scope, and character of the emergency.

1. All administrators and Building-level Emergency Response Teams members shall complete the incident command training level one.
2. All District Emergency Response Team members shall complete incident command training level one and level two.

##### ICS POSITIONS

The number of ICS positions filled will be dependent upon the scope of the incident.

- **Incident Commander (Building / Campus Principal)** – Responsible for the direction of the building response in a building-level emergency (Building Administrator/designee).
- **Public Information Officer (Director of Communications)** – Compiles and releases information to the news media.

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<sup>46</sup> 155.17(c)(1)(viii) except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;

- **Safety Officer (Supervisor of School Safety)** – Monitors the response to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.
- **Liaison (Assistant Superintendent for Educational Services)** – Represents the District by working with responding agencies (law enforcement, fire department, EMS, utilities, etc.) and other school districts that may be involved in the incident.
- **Incident Log (Director of Technology)** – Keeps a written log of all incident events and updates appropriate command post personnel on significant developments.
- **Operations (Assistant Superintendent for Business & Administrative Services)** – responsible for directing the implementation of action plans and strategies for incident resolution.
- **Logistics (Director of Facilities)** – Responsible for providing all resources (personnel, equipment, facilities and services) required for incident resolution.
- **Planning/Intelligence (Chief Operating Officer)** – Responsible for collecting, evaluating, and disseminating the information needed to measure the size, scope and seriousness of an incident and to plan a response.
- **Administration/Finance (Director of Business)** – Responsible for all cost and financial matters related to the incident.

## EMERGENCY REMOTE INSTRUCTION

### OVERVIEW

In the event of a single or multiple program closure, the SWBOCES Emergency Remote Instruction Plan will be implemented for impacted programs. This document, which sits within the SWBOCES District-wide Safety Plan, will address how SWBOCES will implement remote instruction within a model of closure where all SWBOCES programs and locations are closed, or within a hybrid model where one or more programs or locations are closed due to a local, regional, statewide, or federal emergency. The goal of SWBOCES is to allow for smooth transition between on-site and remote learning as necessitated by closures to provide continuity for students.

The SWBOCES Emergency Remote Instruction Plan is informed by parent and staff input via the District-wide Safety Team and based on guidance provided by the New York State Education Department.

All SWBOCES student-based programs will ensure that applicable New York State Learning Standards will be met during implementation of both onsite and remote instruction. Differentiated professional learning opportunities will be provided by the SWBOCES Center for Professional Learning and Curriculum Support as well as the Lower Hudson Regional Information Center (LHRIC) as needed to ensure that teachers have the knowledge and skills to implement high quality and effective remote learning for students. Teachers and related service providers for K-12 students will offer direct classroom instruction to students on the use of core digital tools. School programs will also provide access to static resources

(i.e. training videos) and/or scheduled live opportunities for parents/guardians to develop a general overview of the use of these digital tools to instruct or function as repositories of student work.

SWBOCES is committed to providing a Free and Appropriate Public Education (FAPE) during periods of remote instruction. To the greatest extent possible, student Individualized Education Plans (IEPs) will be implemented. If necessary, a request to convene a Committee on Special Education (CSE) meeting will be made to the student's home district. Parents/Guardians of students in Special Education programs will receive notification of the model being utilized to provide instruction. Parents/Guardians will be contacted regularly by classroom staff. Communication with parents will be in the parent's/guardian's preferred language and mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Students that require accommodations, modifications, supplementary aids, services and technology that are currently not on their IEP, will be referred to the CSE. The Instructional Support Services (ISS) itinerant teaching and related service provision faculty will follow the guidelines and protocols of those implemented by the host district where instruction is delivered. The host district will also determine whether related services and instruction will be delivered remotely or on site.

SWBOCES will work with families to identify student-specific needs for medically vulnerable/high risk groups and plan for appropriate instruction for those students. Parents should contact the building administrator to discuss specific concerns and the development of a learning plan for their child.

#### DEFINITIONS

- A. "Asynchronous instruction" - Students engage in learning without the direct presence (remote or in-person) of a teacher.
- B. "Remote instruction" - Instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
- C. "Synchronous instruction" - Students engage in learning in the direct presence (remote or in-person) of a teacher in real time.

#### TECHNOLOGY AND CONNECTIVITY

Parents, students, and staff were contacted through surveys (Student Digital Resources Data Collection) and asked to provide input related to their access to devices and the internet. Surveys were conducted in multiple languages. All constituents receiving the survey were asked if they have adequate access to a device should we need to return or move to a modality of remote teaching/learning. The survey also inquired about adequate internet access for engagement in remote activities as part of teaching and learning.



Based on the survey responses, a small population of students and teachers lack the adequate access to devices and internet needed for remote and/or distance learning. In order to address the needs of students and teachers the following actions will be taken:

#### Devices for Staff Members

All teachers and related service providers in the K-12 space will be given a 1:1 device for use as part of their digital toolbox. All teachers and related service providers will receive either a laptop, Chromebook or custom device based upon their teaching role. These tools will be issued for the life of the device while the staff member is employed by the BOCES.

#### Internet Access for Staff

A small percentage of teachers indicated they do not have adequate internet access at home for remote teaching. In order to address this need, teachers can consult with the technology department on how to purchase additional internet access for their home and/or what is needed to ensure adequate access. Teaching staff can work with the technology department to determine if there are any low-cost solutions available for state employees through local ISPs or cellular providers. If this is not financially possible, then the use of cellular hotspot devices will be employed as a short-term solution should remote teaching become necessary. These devices may be used on short-term loan from SWBOCES during remote instruction periods.

#### Devices for Students

As a BOCES, we do not have the financial ability to provide a 1:1 take-home device for all students. This is due to the fact that a BOCES is not a residential district and is not permitted to access state aid-eligible revenue streams or fund balances. However, in order to address the issue of device equity, SWBOCES will work with the home district of the student to ensure that a device can be procured and assigned to them. Since the students are residents of the district that sends them to our programs, it is the district's responsibility to provide a device for all students both in and out of the district placement. In extreme cases, where the need is great, a temporary loan of a Chromebook or tablet may be a short-term solution until the home district provides the student with a permanent device.

#### Internet Access for Students

As with devices, we as a BOCES, do not have the ability to provide internet access at home to our students. However, in order to address the issue of access equity, SWBOCES will work with a student's home district to see if the home district can procure or loan a wireless hotspot device. SWBOCES will also work with the home districts to see if they have partnered with their local municipalities and/or vendors (Kajeet, Verizon, Cablevision, public libraries) for discounted residential internet access or wireless internet access in their local community buildings. In extreme cases where the need is great, a temporary loan of a hotspot may be utilized as a short-term solution.

During remote learning periods, with the understanding that all students do not have sufficient access to devices/high speed internet, SWBOCES will bridge the gap to ensure that students are provided with multiple ways to participate in learning and can demonstrate mastery of Learning Standards in remote or blended models. Some of the modalities include the use of Zoom and Google Meet as communication tools that allow students and teachers to have face-to-face conversations along with the ability to share screens and display the work they are completing as part of their coursework. These platforms give teachers and related service providers a virtual blackboard from which to work with students. Teachers and students are able to collaborate using online virtual tools such as Google Classroom. This provides teachers and students with a collaborative space where information can be exchanged and teachers and students can connect virtually to discuss topics of the day, submit assignments, and actively engage in the learning experience together.

For programs such as Career and Tech where access to unique software is necessary, a virtual desktop or VDI is used. This allows students to login from almost any device in the world and access the school network to login to a virtual computer. It affords our students the ability to complete assignments and career training that would not be possible without access to these applications. For our teachers, this provides an opportunity to continue teaching our students using Zoom or Google Meet while the students are able to access the resources they need to continue bridging connections from theory to practice.

#### PROGRAM SPECIFIC GUIDANCE

Parents/Guardians will receive direct communication about delivery of remote instruction if their children will be participating in remote learning. Updates will be added to this document based on our continuous planning for individual student needs.

#### **Center for Career Services**

Instruction will be delivered through multiple digital platforms to include:

- Google Classroom
- Google Meet
- Zoom
- Digital Textbooks

Teachers will provide synchronous and asynchronous instruction each day through the use of digital

platforms based on the students' established academic schedules.

Virtual office hours will be provided to students to help support the delivery of instruction. Consultant teachers will support the direct instruction of students, as well as assist in the differentiation of instruction, during synchronous sessions and in individual and/or group sessions as needed.

The counseling department, trained in Social Emotional Learning (SEL), will meet with students virtually, either individually or in small groups, to support students as they access the curriculum.

Teaching Assistants will provide the following instructional supports to classroom teachers:

- Assist in the preparation of daily lesson plans
- One-to-one instructional support to students as needed
- Daily attendance and follow-up
- Provide instruction in the absence of the teacher/support instruction
- Communicate with parents and/or students as needed

Transition Coordinator will:

- Work with students and their families through virtual meetings as required to continue to provide transitional services
- Act as a liaison between agency service providers and families
- Submit completed applications to agency providers

The Work Based Learning Department will provide activities for the students to help them accrue the required WBL hours, as well as to support them in exploring various careers utilizing the following platforms:

- Career One Stop
- Google Classroom
- Virtual Internships
- Industry Virtual Guest Speakers

The Work Based Learning Coordinator will schedule virtual office hours for students via Google Meet to discuss the following:

- Employment opportunities
- Career readiness activities
- Development of Career Plans

### **Center for Special Services**

#### **Instruction**

- Standards-based instruction will be provided. Research-informed practices in differentiated and specially designed instruction will be implemented to optimize student learning.
- Daily instructional schedules will be in place for all students in all programs. These schedules will reflect the required classes and academic content with the expectation that teachers will have direct daily contact with students whether in person or remotely.
- Vocational and community-based learning will continue to the extent possible in alignment with student IEP goals.
- Formative and summative assessments will continue to be administered to identify target areas for essential learning goals, inform instructional decisions and measure student achievement.
- Progress monitoring for academic, social, emotional, functional, and behavioral goals will be ongoing.
- Various digital programs and platforms will be used for both asynchronous and synchronous instruction. Google Classroom, Google Meet and Zoom will be utilized for daily instruction and related service provision.
- Instructional activities will reinforce student skills and introduce new student learning with the support of a variety of resources including video, audio, and other types of online content. Assignments and learning activities will be designed in accordance with student needs and levels of independence.
- Virtual office hours and opportunities for small group instruction will support student learning as teachers and support staff will be available to field student questions and to conduct “mini-lessons” as needed.
- Individual and group related service and counseling sessions will continue using a variety of tele-therapeutic methods depending upon access and student ability to participate. Headphones for student use are recommended.

#### **Special Education Processes and Supports:**

- Annual Reviews and Re-Evaluation meetings will be conducted virtually with students and families or via phone as agreed upon.
- Teaching Assistants and Teacher Aides, both 1:1 and classroom support, will be participating in all student learning and service provision sessions. They will also provide individualized sessions for clarification and individualized support.
- The intake process will continue in the remote environment. The building level intake team will review and then reach out to districts and parents/guardians to schedule virtual intake meetings. Some intake processes will come to conclusion through a virtual process, others may resume once school buildings reopen.

Communication:

- Various digital platforms and tools such as Google Classroom, Google Meet, and Zoom will be used to maintain communication with students, families, faculty and staff.
- If students have questions about assignments as provided in Google Classroom, they can also email their teachers or use the “comments” feature to communicate with their teachers regarding particular assignments. Parents/guardians may also be in direct contact with teachers, related service providers and clinicians to review assignments or discuss student progress and needs.

## SECTION IV COMMUNICATION WITH OTHERS

### OBTAINING ASSISTANCE DURING EMERGENCIES FROM EMERGENCY SERVICE ORGANIZATIONS AND LOCAL GOVERNMENT AGENCIES<sup>47</sup>

1. The district continues to work closely with local police, fire, EMS, and governmental agencies to obtain assistance during emergencies. Representatives helped in the development of this plan, have assisted in emergency drills, and provided technical assistance. Providers have given approval to the district to rely on local personnel, resources, and facilities in emergency situations.
2. The district maintains an updated list of local, county, and state agencies and personnel to contact to obtain assistance. The superintendent or their designee will initiate the contact when needed.

### 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<sup>48</sup>

1. The district maintains an updated list of local and county emergency organizations, agencies, and government officials responsible for implementation of Article 2-B of the Executive Law. The superintendent and their designee will initiate the contact when needed.
2. The key officials in local government that can help to develop plans and assist in emergency situations as listed in emergency situations are listed in Appendix 4. Key government agencies are listed below:
  1. Red Cross
  2. New York State Police
  3. Westchester County OEM
  4. Westchester County Police Department

### CONTACTING PARENTS, GUARDIANS OR PERSONS IN PARENTAL RELATION TO THE STUDENTS OF THE DISTRICT IN THE EVENT OF A VIOLENT INCIDENT OR AN EARLY DISMISSAL<sup>49</sup>

In the event of violent incidents or crises, or an early dismissal of students, every effort will be made to notify parents. As soon as practical, the Chief Operating Officer or their designee shall activate the emergency notification system that will provide relevant information. Parental notification procedures for a student involved in disciplinary situations shall be consistent with the Code of Conduct and New York State law, and shall be presented clearly and concisely to staff and students each year.

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<sup>47</sup> 155.17(c)(1)(v) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

<sup>48</sup> 155.17(c)(1)(vi) except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

<sup>49</sup> 155.17(c)(1)(ix) policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;

When a student is involved in any violent situation, or an implied or direct threat of violence by such student against themselves, including suicide, parent or guardian shall be contacted as soon as practicable.<sup>50</sup> Administration shall utilize school mental health resources when necessary.

It is the responsibility of all parents and guardians to ensure that emergency contact information for students is always up-to-date and complete.

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<sup>50</sup> 155.17(c)(1)(x) policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;

## SECTION V RECOVERY

### CONTINUITY OF OPERATIONS

This district maintains continuity of operations at both the district and building level to ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of instruction. Specific continuity plans are contained within each Building-level Emergency Response Plan.

### CONTINUITY OF INSTRUCTION

The District offers a suite of online instructional tools that can be used to support remote instruction and communication. General instructional tools for communicating with students include online services including:

- Google Drive with shared folders
- GSuite (Docs, Sheets, Slides, Forms, Classroom, Sites)
- Gmail
- Schoolwires
- Seesaw
- Schoology

Detailed grade-specific remote instructional procedures are contained within each building-level emergency plan.

*Note: The local public Library online resources are available remotely and can be accessed by students who have a library card.*

### DISTRICT SUPPORT FOR BUILDINGS

When the Chief Emergency Officer is notified that an emergency exists, he/she will respond accordingly.

Members of the District Safety Team will assist as needed either at their respective Building Command Posts or by responding where directed by the Incident Commander(s). The District Safety Team will assign such other personnel as deemed necessary to meet the needs of the situation.

The District Safety Team members will remain at their assigned posts until the Incident Commander(s) has determined that the emergency is over, or it is unsafe, or no longer necessary to remain, or need to relocate.

Should the incident involve a single building, at the discretion of the District Safety Team leader in consultation with that building's administrators and Building Emergency Response Team (BERT), other school buildings may be called to support the Building Emergency Response Team in that building.



Should the incident involve multiple buildings, at the discretion of the District Safety Team leader, in consultation with building administrators, additional mental health support from the County Crisis Team and local area hospitals may be solicited to support the Emergency Response Teams in the affected building(s).

In any case, a “debriefing”, or post-incident analysis, will be facilitated by the District Safety Team. This process will include a review of the actual incident, the Team’s response to the incident, and post-traumatic incident debriefing.

District clinicians (or, mental health professionals from outside agencies if they have been involved) will provide ongoing as-needed support to the Team members, and will monitor post-traumatic stress symptoms in team members. As appropriate, team members may be provided with a referral to EAP and/or with information regarding private mental health providers in the area.

Principal(s) are expected to consult with the District Public Information Officer in composing letters to parents following any emergency. The District’s Public Information Officer will assist in sending mass communication messages to affected groups. The District’s Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary services following any emergency.

#### DISASTER MENTAL HEALTH SERVICES

The District Liaison Officer will communicate with outside agencies, such as the County Health Department, to provide necessary mental health services following any emergency. District mental health providers may be temporarily reassigned to assist in the recovery process.

## APPENDIX 1 - LISTING OF SCHOOL BUILDINGS

### ADMINISTRATION BUILDING

17 Berkley Drive  
Rye Brook, NY 10573  
(914) 937-3820

### CENTER FOR CAREER SERVICES

65 Grasslands Road  
Valhalla, NY 10595  
(914) 761-3400

### CENTER FOR SPECIAL SERVICES

1606 Old Orchard Street  
North White Plains, NY 10604  
(914) 948-7271

### SOUTHERN WESTCHESTER BOCES

450 Mamaroneck Avenue  
3RD Floor  
Harrison, NY 10528  
(914) 345-8500

### ST. MATTHEW'S LUTHERAN CHURCH

3 Carhart Avenue  
White Plains, NY 10605  
(914) 949-3577

### TAPPAN HILL ELEMENTARY SCHOOL

50 Ichabod Lane  
Tarrytown, NY 10591  
(914) 631-9252

## APPENDIX 2 – BUILDING-LEVEL EMERGENCY RESPONSE PLANS

Due to the sensitive safety and security information contained in each Building-level Emergency Response Plan, these plans are confidential and not available for public dissemination. Copies of plans are maintained at each school building and the District office.

## APPENDIX 3 – MEMORANDA OF UNDERSTANDING

Any applicable Memoranda of Understanding relevant to implementation of the District-wide and Building-level Emergency Response Plans are on file in the district office.

Purpose of MOU: The purpose of this Agreement is to formalize and clarify the roles and responsibilities of the District and Security Consultant in Student Discipline.

Services Provided by Agency/Vendor: School Resource Officer(s), Security Guard Staffing, Safety Consultant etc.

This agreement should be reviewed annually prior to the start of the school year. Unless and until amended or terminated in accordance with the terms of this Agreement, this Agreement shall remain in full force and effect until the expiration or termination of the master Service Agreement and the Statement of Work between the parties.

### MEMORANDUM OF UNDERSTANDING

**WHEREAS**, pursuant to Education Law §2801-a and Commissioner's Regulation §155.17, a school district that employs, contracts with, or otherwise retains law enforcement or security personnel, including school resource officers, is required to establish a written contract or memorandum of understanding: (1) defining the relationship between the school district, school personnel, students, visitors, law enforcement, and/or security personnel; (2) defining law enforcement and/or security personnel's roles, responsibilities and involvement within a school; and (3) clearly delegating the role of school discipline to the school administration; and

**WHEREAS**, the Board of Cooperative Educational Services, Sole Supervisory District of Westchester County ("SWBOCES") receives security services from Summit Security Services ("Summit") on a contracted basis pursuant to a New York State Office of General Services purchasing contract; and

**WHEREAS**, pursuant to Education Law §2801-a and Commissioner's Regulation §155.17, the SWBOCES and Summit have entered into discussions regarding the role of Summit's security personnel, including, but not limited to, the areas of responsibility of SWBOCES personnel, security personnel and law enforcement in response to student misconduct that violates the SWBOCES Code of Conduct and have received stakeholder input regarding same;

**NOW, THEREFORE, IT IS HEREBY AGREED**, by and between the SWBOCES and Summit as follows:

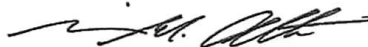
1. Summit personnel shall be responsible for the provision of security in the locations designated in the purchasing contract between the SWBOCES and Summit, which is incorporated by referenced into this Memorandum of Understanding. Such security services include, but are not limited to, visitor control, patrol of school buildings/grounds/fields/property, making recommendations on security needs/security improvements/safety concerns, detecting hazards, safeguarding SWBOCES property, preventing and reporting criminal activity, preventing and reporting violations of the SWBOCES Code of Conduct, and emergency response.
2. The function of Summit's personnel is to provide a safe and secure campus environment for students, staff and visitors, as well as to address violations of the law and/or the SWBOCES' Code of Conduct by students, staff and/or visitors. However, Summit and its personnel shall not be responsible for disciplining students, whether for violations of law or the SWBOCES' Code of Conduct. The SWBOCES and its administration are responsible for disciplining students. While Summit may be responsible for taking appropriate action to prevent or stop criminal activity or violations of the SWBOCES' Code of Conduct, any student involved in such criminal activity or violations of the SWBOCES' Code of Conduct shall be escorted or reported to the school administration, which shall determine and mete out the appropriate discipline.
3. The rights, responsibilities and expectations for behavior for students, the expectations of the SWBOCES' staff (including the administration) in relation to students, and the expectations of behavior for visitors/members of the public while on SWBOCES property are set forth in the SWBOCES' Code of Conduct, which is incorporated by

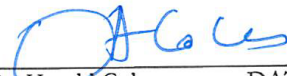
reference into this Memorandum of Understanding. Summit shall be cognizant of such rights, responsibilities and expectations in providing its contracted security services to the SWBOCES and shall act in accordance with the SWBOCES' Code of Conduct.

IN WITNESS WHEREOF, the parties have caused this Memorandum of Understanding to be executed by their respective duly-authorized officials on the day and year as set forth below.

SUMMIT SECURITY SERVICES

BOARD OF COOPERATIVE  
EDUCATIONAL SERVICES, SOLE  
SUPERVISORY DISTRICT OF  
WESTCHESTER COUNTY

  
NAME Nicholas M. Avella DATED 9/3/19  
TITLE Co-president

  
Dr. Harold Coles DATED 9/4/19  
District Superintendent

## APPENDIX 4 – DISTRICT RESOURCES – CONTACT INFORMATION

TITLE	NAME	OFFICE PHONE
District Superintendent	Harold Coles, Psy.D	914-937-3820
Chief Operating Officer/Deputy District Superintendent	Brendan Lyons	914-937-3820
Asst. Superintendent, Business & Admin Services	Stephen Tibbetts	914-937-3820
Asst. Superintendent, Educational Services	James Gratto	914-937-3820
District Clerk	Mary Kelley	914-937-3820
Public Information	Brian Howard	914-592-4203
Director of Facilities	Frank Reale	914-937-3820
Supervisor, Operations & Maintenance	Mathew Kelleher	914-948-7271
Adult Education	Tracy Racicot	914-347-2314
Special Education	Jessica Walker	914-948-7271
Career Services	Dahlia Jackson	914-761-3400
Nurse Coordinator	Sdhardi Cason-Payano	914-761-2863
<b>Westchester County</b>		
County Executive	George Latimer	914-995-2900
Emergency Management	Richard Wishne	914-231-1851
Transportation Commissioner	Hugh J. Greechan	914-995-2456
Public Safety Commissioner	Terrance Raynor	914-864-7900
County Health Dept.	Sherlita Amler, MD	914-864-7292
Red Cross Emergency Services	914-946-6500	

## APPENDIX 5 – SECTION 155.17 REGULATION COMPLIANCE REFERENCE

- **155.17(b)(14)** District-wide school safety team means a district-wide team appointed by the board of education. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. At the discretion of the board of education, or the chancellor in the case of the City of New York, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present where details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.
- **155.17(c)(1)(i)** policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which for the purposes of this subdivision shall include suicide;
- **155.17(c)(1)(iii)** appropriate prevention and intervention strategies, such as: (a) collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited; (b) nonviolent conflict resolution training programs; (c) peer mediation programs and youth courts; and (d) extended day and other school safety programs;
- **155.17(c)(1)(iv)** policies and procedures for contacting the appropriate law enforcement officials in the event of a violent incident;
- **155.17(c)(1)(v)** except in a school district in a city having a population of more than one million inhabitants, a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- **155.17(c)(1)(vi)** except in a school district in a city having a population of more than one million inhabitants, the 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;
- **155.17(c)(1)(vii)** except in a school district in a city having a population of more than one million inhabitants, the identification of district resources which may be available for use during an emergency;
- **155.17(c)(1)(viii)** except in a school district in a city having a population of more than one million inhabitants, a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;
- **155.17(c)(1)(ix)** policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal;
- **155.17(c)(1)(x)** policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide;
- **155.17(c)(1)(xi)** policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures;
- **155.17(c)(1)(xii)** policies and procedures for the dissemination of informative materials regarding the early 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 school district or board, students and other persons deemed appropriate to receive such information;

- [155.17\(c\)\(1\)\(xiii\)](#) policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016 and each subsequent September 15th thereafter on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner;
- [155.17\(c\)\(1\)\(xiv\)](#) procedures for review and the conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials;
- [155.17\(c\)\(1\)\(xv\)](#) the identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings;
- [155.17\(c\)\(1\)\(xvi\)](#) strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence;
- [155.17\(c\)\(1\)\(xvii\)](#) a description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;
- [155.17\(1\)\(c\)\(xix\)](#) the designation of the superintendent, or superintendent's designee, as the district chief emergency officer whose duties shall include, but not be limited to: (a) coordination of the communication between school staff, law enforcement, and other first responders; (b) lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans; (c) ensure staff understanding of the district-wide school safety plan; (d) ensure the completion and yearly update of building-level emergency response plans for each school building; (e) assist in the selection of security related technology and development of procedures for the use of such technology; (f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan; (g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.
- [155.17\(c\)\(2\)\(h\)](#) Fire and emergency drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency response procedures under each of its building-level emergency response plans, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.
- [155.17\(h\)\(i\)](#) Except in a school district in a city having a population of more than one million inhabitants, the chief executive officer of each educational agency located within a public school district shall provide to the superintendent of schools information about school population, number of staff, transportation needs and the business and home telephone numbers of key officials of such educational agencies.