

OUBOCES DISTRICT-WIDE SCHOOL SAFETY PLAN

Health & Safety / Risk Management Department



FOREWORD

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the school Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Using this suggested planning format assists schools in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practice to improve outcomes following emergency situations.

The content, organization, and terminology provided in the New York State Guide to School Emergency Response Planning aligns with the Federal Emergency Management Agency's "Guide for Developing High-Quality School Emergency Operations Plans (2013)". The organization of this guide supports two key practices being adopted in New York State. First, the Guide provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- The Basic Plan
- Functional Annexes
- Threat / Hazard Specific Annexes
- Appendices

The Basic Plan standardizes language and provides a structured framework for school ERPs statewide. Individualized policies and procedures should be developed locally based on each school's unique circumstances and resources. Tools to manage an emergency must include response procedures that are developed through threat assessments, safety audits, planning and training before an incident occurs. The New York State Guide to School Emergency Response Planning provides for the development of annexes to meet each school's unique circumstances. Functional Annexes focus on critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, we provide schools with standardized definition and suggested best practice of the following Functional Annexes:

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

These five Functional Annexes provide a common foundation for response to all emergencies and should not be modified. The intent is to create an environment where students, school staff, and emergency responders recognize the language and procedures provided no matter where they are in the State. Additional examples of core Annexes to consider are provided with suggestions for planning consideration.

Actions and best practices outlined in the Threat / Hazard Annexes section, detail what to do in the event of various emergencies. Suggestions are provided to assist schools in the development of their own customized Annexes that best fit their School ERP. With this in mind, it is important to create and insert appropriate floor plans for each building and provide current information about school response team members, students and staff with special needs and any other information critical to each school building. It is also important to identify appropriate staff to fill specific roles related to incident command and appropriate response teams. Once you have developed your school ERP, appropriate training and drilling is required to ensure that all district personnel, and school personnel, and students understand the plan and their roles and responsibilities.

SUMMARY OF LAWS

The following is a summary of New York State law pertaining to building level school emergency response plans. In 2000, Chapter 181 enacted Education Law §2801-a (Project SAVE) requiring the implementation of certain school safety plans. Education Law §2801-a required that every school district, Board of Cooperative Educational Services (BOCES) and county vocational education extension board, as well as the Chancellor of the City School District of the City of New York, develop a building-level school safety plan regarding crisis intervention and emergency response ("school emergency response plan"). Section 2801-a prescribed minimum requirements of a school emergency response plan, which included policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies. The Commissioner of the New York State Education Department, prescribed requirements into regulation 8 NYCRR Section 155.17. Regulations are hyperlinked within this document.

- 155.17 (b) Development of school safety plans. Every board of education of a school district, every board of cooperative educational services and county vocation 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 of each succeeding year, a district wide school safety plan and building level school safety plans regarding crisis intervention and emergency response and management.
- 155.17 (e)(2) School Emergency Response Plan. A school emergency response plan shall be developed by the building- level school safety team and shall include the following elements:
 - 155.17 (e)(2)(i) Policies and Procedures for Safe Evacuation
 - 155.17 (e)(2)(ii) Designation of Response Teams
 - 155.17 (e)(2)(iii) Procedures for Emergency Responder Access to Building Plans and Road Maps
 - 155.17 (e)(2)(iv) Communication in Emergencies
 - 155.17 (e)(2)(v) Definition of the chain of Chain of Command Consistent with NIMS/ICS
 - 155.17 (e)(2)(vi) Coordinated Plan for Disaster Mental Health Services
 - 155.17 (e)(2)(vii) Procedures for Annual Review
 - 155.17 (e)(2)(viii) Procedures for the Conduct of Drills
 - 155.17 (e)(2)(viii) Procedures for Restricting Access to Crime Scenes
- 155.17 (e)(3) A Copy of each building level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.
- 155.17 (j) 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 officials, conduct one test of its emergency plan or its emergency response procedures under each of its building level school safety plans, including sheltering or early dismissal.

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INTRODUCTION

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

The Safety Plans were developed by the Orange-Ulster BOCES Risk Management Department and the District-Wide School Safety Team and Building-Level School Safety Team based on previous plans and also from documents created by the Federal Emergency Management Agency (FEMA), utilizing components from FEMA E362, the Multi Hazard Safety Program for Schools, as well as the documents from the FBI Bomb Department. These were also developed to comply with Governor Pataki's Executive Order #26 which requires all agencies including school districts, to use the Incident Command System (ICS), as developed by the National Interagency Incident Management System, for all emergencies.



SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. PURPOSE

- The District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Cooperative Board, The Executive Officer appointed a District-Wide School Safety Team and charged it with the development and maintenance of the BOCES-Wide School Safety Plan.
- While schools can act to minimize the risk of violence, we can rarely, if ever, predict when it will happen because of the numerous variables involved. We can only analyze the risk and perform a threat assessment. The purpose of the threat assessment is to identify and understand risk factors, often seen in the form of recurring and escalating behaviors, and not to try to match a student to a predetermined "profile".
- The school district supports the S.A.V.E. Legislation, and intends to facilitate the planning process. The Executive Office encourages and advocates on-going district-wide cooperation and support of Project S.A.V.E.

B. IDENTIFICATION OF SCHOOL TEAMS

- Orange-Ulster BOCES has appointed, by the board of education, a District-Wide School Safety Team. The district wide safety team includes, but is not limited to representatives of:
 - » School Board
 - » Teacher organizations
 - » Administration organizations
 - » Parent organizations
 - » School safety personnel
 - » Student*
 - » Other school personnel
- At the discretion of the board of education, a student may be allowed to participate on the District-Wide Safety Team, provided however, that no portion of a confidential building level emergency response plan be shared with such student nor shall such student be present when details of a confidential building-level emergency response plan or confidential portions of a district-wide safety plan be discussed. The District-Wide School Safety Team will meet quarterly or as needed and will conduct annual reviews of the District-Wide Safety Plan. The members of the team and their department or affiliations are as follows:

District-Wide School Safety Team

NAME	REPRESENTATION
William Boss	School Board
Deborah Heppes	Deputy Superintendent
Kerri Stroka	Assistant Superintendent
Mark Coleman	Operations
Janet Calnan	Operations
James Higgins	Special Education
Kathleen Smith	Career and Tech
Diane Lang	Instructional Support Services
Forrest Addor	Technology
Lori Yakawiak	Adult Education
Joseph Russo	Health and Safety
Maureen Doherty	Health and Safety
Amanda York	Health and Safety
Duane Lopez	Health and Safety
Patricia Milburn	Transportation
Chris Mayo	Athletics
Tammy Pospisil	Custodial –Operations
Veronica Padro-Garone	Scribe-Operations UPSEU
Laura Beck	Teachers Union
Melinda Gormley	Nurse- Special Education
Tiffany Toromanides	Nurse-CTEC
TBD	Teacher
TBD	Para
Sheriffs	Orange County Sheriffs
TBD	Parent/PTA

The District Wide School Safety Team was appointed by the Board of Education on:

Date: _____ CR155.7(b) (14)

The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety plan on: Date: _____ CR155.17(a)

District Chief Emergency Officer

The designation of the Chief Emergency Officer or designee, as the district chief emergency officer whose duties shall include, but not limited to:

1. Coordination of the communication between school staff, law enforcement and other first responders.
2. Lead the efforts of the District-Wide School Safety team in the completion and yearly update of the district wide school safety plan and coordination of the district wide plan with the building level emergency response plans.
3. Ensure staff understanding of the district wide school safety plan.
4. Ensure completion and yearly update of the building level emergency response plans for each school building.
5. Assist in the selection of security related technology and development of procedures for the use of such technology.
6. Coordinate appropriate safety, security and emergency training for district and school staff, including required training in the emergency response plan.
7. Ensure the conduct of required evacuation and lock-down drill in all district buildings as required by Education Law section 807.
8. Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

NAME	TITLE	CONTACT	EMAIL
Joseph Russo	Assistant Director of Facilities III	(845)781-4887	Joseph.russo@ouboces.org

The District Chief Emergency Officer is Joseph Russo and was appointed on:

Date: _____ CR155.17(c)(1)(xix)

C. CONCEPT OF OPERATIONS

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. 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. Orange-Ulster BOCES supports the S.A.V.E. legislation. As such, the Chief Operating Officer, Board of Education and the entire district staff encourages and advocates on-going district-wide cooperation of Project S.A.V.E.

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 Building Level Emergency 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 Safety plan is responsive to the needs of all schools in the district and is the foundation of which the confidential and highly detailed Building-Level Emergency Plans are developed from.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building-Level Emergency Response Team whom, if need be will call upon the District-Wide Emergency Response Team and local emergency responders.

It is important to prepare the threat assessment strategy so that when a threat occurs, everyone will know the plan of action. Threats are alarming statements or behaviors that give rise to concern and potential violence. Among the possible components of threat assessment, Orange-Ulster BOCES has developed strategies which include:

1. Orange-Ulster BOCES Threat Assessment Team would be called in to assess the credibility of any and all threats. Assessment would include the severity of the threat and the appropriate response needed. The Threat Assessment Team is comprised of school administrators and representatives from local law enforcement and when necessary additional resources may be called from the NYS Police and the Mid-Hudson office of the FBI. Mental Health Professionals and Crisis Intervention are also individuals among the group.

2. Depending upon the nature of threats, Orange- Ulster BOCES will use its discretion in the handling of the situation. At times many threats are assessed and a determination is made that the district can handle the response internally. However, at no point will Orange-Ulster BOCES hesitate to involve outside law enforcement agencies to assist in the investigation and response of threats.

The range of situations may include bomb threats, threats against children by parents / guardians in custody battles, personal vendettas between students or gangs, threats against teachers or staff involved in domestic conflict, threats of retaliation, efforts to intimidate, and any other type of alarming behavior that involves members of the school community or its property.

3. Orange-Ulster BOCES has procedures to assure timely and appropriate reporting of all threats submitted from both inside and outside the school. These reports are routed to the appropriate administrator and or law enforcement to be investigated.
4. Orange-Ulster BOCES has procedures on how to properly record and monitor for threats. These guidelines have been set to provide the most accurate and detailed account of information pertaining to the threats.
5. Orange-Ulster BOCES ensures cooperation between law enforcement and school authorities in collecting and preserving all evidence of threats.
6. When a threat is received Orange-Ulster BOCES will evaluate the situations with the appropriate members of the Threat Assessment Team. When necessary, in adherence of all privacy laws, potential victims will be notified.
7. Orange-Ulster BOCES will determine what additional security measures, if any, should be put in place after a threat. Changes might include requesting additional police patrols, increasing the number of security guards, activating an Emergency Response Procedure (SHELL Protocol), adding additional video surveillance, etc.
8. Orange-Ulster BOCES will provide counsel to potential victims about the various civil criminal options available to them such as obtaining an order of protection. The potential reactions of the offender should be considered when seeking an order of protection. Additional security precautions should be taken if the offender is likely to respond negatively to the intervention chosen, especially during the period immediately following the initial application of the intervention.
9. Orange-Ulster BOCES has procedures to screen mail and packages left on school sites after a threat has been made. Orange-Ulster BOCES will contact the U.S. Postal Service, Local Police, State Police, or the FBI for guidance.
10. Orange-Ulster BOCES has procedures for releasing any threat-related information to the school community or media. Considerations to the potential consequences of the dissemination of information will be evaluated.

Upon the activation of the School Emergency Response Team, The Chief Operating Officer or his / her designee will be notified and where appropriate local emergency officials will also receive notification.

D. PLAN REVIEW AND PUBLIC COMMENT

DISTRICT- WIDE SCHOOL SAFETY PLAN

As required by state education law, Orange-Ulster BOCES maintains a District-Wide Safety Plan and posts it on its website. This plan is designed to prevent or minimize the effects of violent incidents and emergencies and to facilitate the coordination the for schools and school districts with local and county resources in the event of such incidents or emergencies. The district's safety team is responsible for reviewing and updating the district wide safety plan prior to the new school year, and making it available for public comment for 30 days following.

1. The District-Wide School Team was appointed by the Board of Education on:
(date)_____ CR 155.17(b) (14)
2. The District-Wide Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education. The 30-day public comment began on:
(date)_____ and ended on _____ CR 155.17(c)(3)
3. At least one public hearing that provided for the participation of school personnel, parents and any other interested parties, was held prior to adoption of the plan.
Date of Public Hearing_____ CR 155.17(c)(3)
4. The District-Wide Safety Plan was posted on the district website. The URL must be submitted to the Education Department with the requirement that the plan be submitted to the commissioner within 30 days from adoption.
5. Date District-Wide Emergency Plan was posted on District Website_____

URL for District-Wide Safety Plan: <https://www.ouboces.org/programs-services/health-safety-risk-management/combined-bocesdistrict-wide-safety-plan>

SECTION II: RISK REDUCTION / PREVENTION AND INTERVENTION

A. PREVENTION / INTERVENTION STRATEGIES

To be effective, violence prevention programs require community-wide collaborative efforts that include students, families, teachers, administrators, staff, social and mental health professionals, law enforcement, emergency response personnel, security professionals, school board members, parents the business community, etc. School administrators bring together all of the above constituencies to develop strategies appropriate for their own particular school and community environments.

While school boards and administrators set the climate of safety within schools, teachers especially, are directly involved and support in all stages of developing and implementing programs to achieve safer schools. Teachers establish the first line of school safety, because they have the most direct contact with students.

Additional prevention and intervention strategies include collaborative arrangements with State and local law enforcement officials.

Program Initiatives

School administrators and teachers have identified and implemented programs that reduce isolation and alienation as well as increase positive self-respect and respect for others. Risk reduction/prevention and intervention are comprised of activities that are taken prior to an emergency or disaster to eliminate the possibility of the occurrence or reduce the outcome.

In general, these programs:

- Establish standards for how people should treat each other.
- Promote and ensure that classroom standards are consistent with school and district policies.
- Ensure classroom standards are reviewed in class and that a copy is sent to parents / guardians.
- Coordinate a cooperative effort to create and disseminate statements of values that all affiliates of school will be expected to follow. All members should be able to state their school's values.
- Establish better lines of communication with students who may feel alienated or isolated and / or have low self-esteem.
- Help students become more successful in achieving desirable short- and long-term goals and increase the likelihood that their progress is recognized and rewarded.
- Teach students how to resist others' efforts to intimidate or isolate them.
- Model and reinforce values such as learning, respect, character and cooperation.
- Encourage students to work together through the use of cooperative learning techniques such as team products.
- Encourage the contemplation of core values (respect, responsibility, trust, sharing etc.) through the use of age and curriculum-appropriate writing assignments and class discussions.

- Encourage students to become actively involved in the school community.
- Recognize and reward students who exhibit positive and responsible behavior.
- Offer troubled and withdrawn students including victims, help outside of class with schoolwork and personal problems.
- Develop a climate that encourages open communication between students and adults. It should maximize the options by which students can transmit their concerns about violence to school personnel, foster an environment of trust and be sensitive to their fears of retaliation

Improving Communication with Students

Student rules are communicated, confirmed for comprehension, and consistently enforced. All rules comply with constitutionally guaranteed due process procedures. Orange-Ulster BOCES annually updates and the Board of Education approves the Student Code of Conduct Policy (6312). See Appendix 4 for additional details. In general, the code of conduct establishes guidelines for the following:

1. Establishment of conduct pertaining to improper student behavior using input from students, parents / guardians, staff, public safety officials, mental health agencies and legal counsel.
2. Ensuring that all rules have a purpose, which is clearly understood. These rules are communicated to all students in both written and verbal formats. Student's comprehension of rules is assessed.
3. Summaries of rules from the code of student conduct relating to pertinent issues are posted in classrooms and throughout the school.
4. The Code of Conduct is sent home to be read by students and parent / guardians. It includes an acknowledgment form for students and parents / guardians to sign and return to the school. A public hearing is held to communicate rules to parents / guardians and to the extent practicable. Comments, questions and interpretations are open to review during this public hearing.
5. The Code of Conduct is provided in alternate languages where necessary to meet the needs of the school's population.
6. Discipline of the rules is applied in a consistent manner utilizing pre-established consequences for violations.
7. Notification of violations and disciplinary actions are provided to the students and parents/ guardians in a timely and effective fashion.
8. All types of harassment, intimidation and disrespect are taken very seriously and appropriate consequences will be applied.

9. Suspension or expulsion of students as well as dismissal or disciplinary actions of staff will be initiated for serious violations. Serious violations may include but are not limited to:
 - a. Possession of a firearm on school property or at school events. The 1994 Gun-Free Schools Act mandates a one-year expulsion for students who bring a firearm to school. The Chief Operating Officer of the local education agency is able to modify the expulsion requirement on a case-by case basis. All local education agencies that receive funding from Elementary and Secondary Education Act (ESEA) must require all students found carrying a firearm to be referred to the criminal justice or juvenile justice system.
 - b. Possession or use of a weapon on school grounds or at school events that is capable of inflicting serious bodily harm.
 - c. Physical assault of a teacher, administrator, staff member or student.
10. Suspension and or expulsion will also be considered for the following:
 - a. Verbal threat to teacher, administrator, staff, member or student.
 - b. Possession, sale or use of illegal drugs on campus.
 - c. Actual or threatened retaliation against persons who report threats or acts of violence.

Anti-bullying Programs

Bullying is a range of behaviors both verbal and physical that intimidate others and often lead to antisocial and unlawful acts. Orange-Ulster BOCES employs principles of the Dignity for All Students Act (DASA) and conducts yearly training of the subject material. Staff, students, and parents/guardians need to understand that bullying is a pervasive problem that leads to violence. Bullying should neither be thought of as a “kids will be kids” occurrence nor accepted as a way of life.

Antibullying programs are instituted district wide and include:

1. A clear definition of what is considered bullying. Input and involvement from the school community (students, staff, parents, teachers, volunteers, and law enforcement) is utilized to clearly communicate the definition to students, teachers, parents and staff. The definition includes all forms such as physical, verbal, and psychological aspects of bullying.
2. Orange- Ulster BOCES has established specific rules prohibiting bullying. Consequences for bullying activities are part of a comprehensive school code of conduct. (Orange-Ulster Policy 6312: Student Behavior)
3. Orange-Ulster BOCES investigates all claims of bullying and their motifs thereof.
4. Orange-Ulster BOCES has established mechanisms by which incidents of bullying can be reported and recorded immediately after they occur.

5. Orange-Ulster BOCES that all reporting and evaluation is completed in adherence to all privacy laws. Care is taken to:
 - a. Protect witnesses and victims from retaliation
 - b. Meet applicable standards for confidentiality
 - c. Ensure that personnel involved with victims and bullies have the information they need to effectively work with them.
 - d. Protect the accused from false allegations.
6. Orange-Ulster BOCES notifies parents/guardians of both victims and perpetrators whenever a report of bullying is formally filed. Procedures have been developed to determine if an onsite mediation conference is necessary.
7. Orange-Ulster BOCES continually monitors the number of reported incidents of bullying.
8. Orange-Ulster BOCES Regular conducts surveys assessing the prevalence, location, and kind of bullying activities that are occurring. Information is reviewed from students, parents, and staff. Effort is taken to address activities that occur not only in school but also on the way to and from school.
9. When applicable Orange-Ulster BOCES holds focus groups to discuss the nature of the problem of bullying and ways to solve it.
10. Orange- Ulster BOCES employs community resources to intervene immediately when necessary. These resources also help to develop additional intervention and/or prevention programs. Orange-Ulster BOCES ensures adequate social service and mental health resources are both available and utilized.
11. Orange-Ulster BOCES employs principles to identify and provide intervention to bullies and victims and at the classroom level and at other student contact points within schools. Victims are provided with immediate support services and referrals.
12. Orange-Ulster BOCES teachers and staff record events as well as the interventions and strategies that are implemented to address different instances of bullying.

Anti-Gang Programs

Gang membership is destructive to a healthy school environment. Members of gangs are more likely than other students to carry weapons and engage in acts of violence.

1. Orange-Ulster BOCES has established partnerships with law enforcement in order to exchange information and educate teachers and staff about the presence of gangs and their activities.
2. Gang and violence prevention teams have been implemented to provide youth education programs. Teams include educators, law enforcement, probation officers, community leaders, students, and school resource officers, gang specialists, mental health professionals, and parents.

3. Orange-Ulster BOCES remains aware of gang-related clothing, paraphernalia, and behavior. Orange-Ulster BOCES' school dress code seeks to exclude outward manifestations of gang membership.
4. Parents / guardians are notified should their child be suspected of involvement in gangs. Resources are provided for access to relevant information and counseling.

Suicide Prevention

Suicide is a far more common form of violence involving students as compared to a school homicide. It is hoped that effective suicide prevention will decrease the occurrence of both self-inflicted suicide and violence by students who believe their acts will result in their being killed by others. Prevention measures have been taken to include:

1. The development of plans and techniques to identify students at risk.
2. Proper handling of threats and response actions to a suicide event.
3. Orange-Ulster BOCES provides information to student relating to access to suicide hotlines and counselors utilizing both written / visual materials.
4. Orange-Ulster BOCES provides education to students, parents / guardians, teachers, and other school personnel on how to identify and get help for troubled students before they become victims of suicide.

One of the greatest issues facing our society regarding mental health:

Misunderstanding about mental health can lead to negative attitudes that prevent people with mental illness from being accepted and supported, and can make it harder for them and their families to get help and lead productive lives in their communities. Learning about developing symptoms, or early warning signs and taking action can help. Early intervention can reduce the severity of an illness. It may even be possible to delay or prevent a major mental illness altogether.

Signs and Symptoms

If several of the following are occurring, it may be useful to follow up with a mental health professional

- Withdrawal – Recent social withdrawal and loss of interest in others.
- Drop in functioning – An unusual drop in functioning at school, work or social activities such as quitting sports, failing in school or difficulty performing familiar tasks.
- Problem thinking – Problems with concentration, memory or logical thought and speech that are hard to explain.
- Apathy – Loss of initiative or desire to participate in any activity.
- Increased sensitivity – Heightened sensitivity to sights, sounds, smells, or touch: avoidance or over-stimulating situations.
- Feeling disconnected – A vague feeling of being disconnected from oneself or ones' surrounding a sense of unreality.
- Illogical thinking – Unusual or exaggerated beliefs about personal powers to understand meanings or influence of events; illogical or 'magical thinking typical of childhood.
- Nervousness – fear of suspicion of others or strong nervous feeling.
- Unusual behavior – Odd uncharacteristic, peculiar behavior
- Sleep or appetite changes – Dramatic sleep and appetite changes or decline in personal care.
- Mood changes – Rapid or dramatic shifts in feelings.

What Can You Do

- C**... be *CONSCIOUS* of your student's behavior;
- A**... be *ALERT* to signs of serious mental health issues;
- R**... *REFER* to your principal, nurse, social worker, or guidance counselor
- E**... *EVERYONE* is responsible for caring for our students.

School-Based Suicide Prevention

Suicide is the result of an extremely complex interaction involving a number of factors that all contribute to the expression of suicidal behaviors. There are numerous risk factors for suicide, any one of which may be present or absent in an adolescent at-risk for suicide. Re-searchers have identified a number of factors associated with a higher risk for youth suicide, as well as protective factors associated with a higher risk for youth suicide, as well as protective factors that may reduce the likelihood of youth suicidal behavior. Given the amount of time children spend in school, it is imperative that school faculty and staff are educated about suicide risk factors, warning signs, and protective factors of suicidal behavior.

Research shows that suicidal youth tend to give evidence about their distress both verbally and through changing behavior. Being able to recognize these clues and knowing the risk factors associated with adolescent suicide may help school staff prevent a student at-risk for suicide and / or dying by suicide.

There is no tangible, all-encompassing method for determining if an adolescent will attempt or die by suicide. Many students will present some of the factors mentioned in the risk factor and / or warning signs charts below, however, not all will feel, act, or have ideas about suicide. By using the list, school administrators, faculty, and staff may be able to recognize a student at-risk for suicide and who may need help.

RISK FACTORS	*WARNING SIGNS
<ul style="list-style-type: none"> • Previous Suicide attempt or gesture • Feelings of hopelessness or isolation • Mental illness (depressive disorders/ mood disorders) • Parental mental illness • Substance abuse disorder • Family history of suicidal behavior • Life Stressors such as interpersonal losses (relationship, social work) and legal or disciplinary problems) • Access to firearms or other means • Physical Abuse • Sexual Abuse • Conduct disorders or disruptive behaviors • Homosexual or bisexual orientation, trans-gender • Juvenile delinquency • School problems • Contagion or imitation (exposure to suicidal behavior in friends or acquaintances • Chronic physical illness • Being homeless / or having run away from home • Aggressive-impulsive behaviors 	<ul style="list-style-type: none"> • Withdrawal from friends and family • Actually, talking about a suicide or a plan • Seeking out ways to harm or kill one-self • Saying other things like: "I'm going to kill myself," "I wish I were dead," or "I shouldn't have been born" • Change of eating and sleeping habits • Loss of interest in pleasurable activities • Frequent complaints about physical symptoms, often related to emotions, such as stomachaches, headaches, fatigue, etc. • Loss of interest in things one cares about • Preoccupation with death • Exhibiting impulsivity such as violent actions, rebellious behavior, or running away • Complaining of being a bad person or feeling "rotten inside" • Making statements about hopelessness, helplessness, worthlessness, or being "beyond help" • Marked personality change and serious mood changes. • Giving verbal hints with hints with statements such as "I won't be a problem for you much longer," "Nothing matters," "It's no use," and "I won't see you again" • Becoming suddenly cheerful after a period of depression. This may mean that the student has already made the decision to escape all problems by ending his / her life. • Giving away favorite possessions • Difficulty concentrating and a decline in quality of schoolwork

Programs

Listed below are programs and activities the district utilizes for improving communication among students to students or students to staff. Improved communication aids in the reporting of potentially violent incidents.

NAME OF PROGRAM	EARLY CHILDHOOD	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<i>PBIS – Positive Behavior Intervention Strategies</i>		Y	Y	Y
<i>Restorative Justice</i>		Y	Y	Y
<i>Safe Harbors</i>			Y	
<i>Therapeutic – Crisis Intervention</i>		Y	Y	Y

Training Drills and Exercises

Orange-Ulster BOCES District-Wide School Safety Plan includes 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 15th 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. District personnel receive orientation to the district's potential hazards, policies and procedures, emergency communications and the Incident Command System (ICS).

By October 1st of each school year, there will be written information provided to all students and staff about emergency procedures.

1. Building emergency drills are practiced a minimum of 12 times per school year. Four of these drills must be Lockdown drills. The remaining eight will be Evacuation drills. Eight of the overall twelve drills will be completed by December 31st of every school year. Four of the required Evacuation drills will utilize fire escapes on buildings where fire escapes are provided or through the use of the identified secondary means of egress. Drills are conducted at different times of the school day. Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during lunch period or assembly. Two Evacuation drills are also conducted during the summer school session. One of the two occurs during the first week of summer school.
2. Orange-Ulster BOCES conducts one early go-home drill annually to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures, and evacuation procedures.
3. Sheltering in the event of severe weather threat such as a tornado or thunderstorm is practiced on an annual basis to test alerting and warning procedures. These include communications procedures, staff procedures and the movement of students to designated areas within the school building.

4. Orange-Ulster BOCES conducts “Table-Top” exercises with local law enforcement agencies and other response agencies to practice and review its emergency procedures. Local law enforcement agencies are also included in at least one of the Lockdown drills to practice and review its emergency procedures.
5. As per Education Law 808, 45 minutes of instruction is given in grades K-12 for each month of school in session.
6. A mandatory compliance training is conducted annually. Please reference Appendix 9 for additional details regarding compliance training.

Following a drill and / or exercise, participants are asked to forward their observations to their Building Emergency Response Team representative for further review and / or discussion. If immediate action is needed, the building Principal will be notified in order to take corrective action. The Building Emergency Response Team will review the after-action reports and forward their recommendations and suggestions to the Chief Emergency Officer who consults with the District-Wide Emergency Response Team.

Implementation of School Security

Orange-Ulster BOCES employs the use of security personnel to greet all visitors and monitor the buildings. In addition, Orange-Ulster BOCES utilizes the local sheriff's office as on-site law enforcement. Specific guidelines for the hiring of security personnel have been set to include previous law enforcement, military service, juvenile intervention training, etc. A Memorandum of Agreements has been made with the local sheriffs to describe the scope of work and ensure personnel are adequately trained. More details on the Memorandum of Agreement can be found in Appendix 3.

Orange-Ulster BOCES implements security measures to include entrance restrictions, visitor screening procedures and building hardening. The level of physical security may need to be modified in order to lower the schools' vulnerability to violent behaviors. Metal detectors at times may be instituted to screen from potential threats. Different strategies will be required to address needs specific to elementary, middle and high school ages.

Orange-Ulster BOCES administrators conduct periodic comprehensive security assessment surveys of the school security staff, physical facilities and its personnel, fire and other emergency service personnel, teachers, staff, students, and other school community members. Using the conclusions of that survey, administrators develop a comprehensive security plan (School Site Safety Plan). Based on each school's needs, school safety plans help the district improve the security throughout the district.

Vital Educational Agency Information

As the Orange-Ulster BOCES plan is a public document and is posted on our webpage, our vital educational information is included in the Building Level Emergency Response plans.

B. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

Orange-Ulster BOCES uses several tools to help detect potential violent behaviors before they happen. Our students receive the code of conduct as part of their student handbook. During the first week of school there are assemblies, which explain expectations and the reporting process. The sharing of information is customized based on the program, age / grade, and developmental level of the students.

Orange-Ulster BOCES administrators receive the following trainings:

- Stop the Bleed
- Threat Assessment
- Crisis Intervention
- Active Shooter/Mass Causality Trainings
- Reunification Trainings
- Promoting a culture of “See Something, Say Something”
- DASA Training
- Sexual Harassment Training
- Violence Prevention Training
- Mental Health Training
- Administrators are all mandated reporters.

Threat Assessment

Orange-Ulster BOCES utilizes procedures developed by the United States Secret Service as well as assessment strategies from the Dewey Cornell Model of threat assessment.

The following suggestions for threat assessment investigations are based on guidelines developed by the Secret Service’s National Threat Assessment Center (NTAC). Procedures have been critiqued to the application of school situations.

To identify threats, school officials are advised to:

1. Focus on individuals’ thinking and behavior as indicators of their progress on a pathway to violent actions. Avoid “profiling” or basing assumptions on socio-psychological characteristics. In reality, accurate “profiles” for those likely to commit acts of targeted violence do not exist. School shootings are infrequent and the great majority of individuals who happen to match a particular profile do not commit violent acts. In addition, many individuals who commit violent acts do not match pre-established profiles.

2. Focus on individuals who may pose a threat, not only on those who explicitly communicate a threat. Many individuals who make direct threats do not pose an actual risk, while many people who ultimately commit acts of targeted violence never communicate threats to their targets. Prior to making an attack, potential aggressors may provide evidence they have engaged in thinking, planning, and logistical preparations. They may communicate their intentions to family, friends, or colleagues, or write about their plans in a diary or journal. They may have engaged in “attack-related” behaviors: deciding on a victim or set of victims, determining a time and approach to attack, and / or selecting a means of attack. They may have collected information about their intended target(s) and the setting of the attack, as well as information about similar attacks that previously occurred. A threat assessment form is available.

Once individuals who may pose a threat have been identified, ten key questions guide the assessment of the threat:

1. What motivated the individual to make the statement or take the action that caused him / her to come to attention?
2. What has the individual communicated to anyone concerning his / her intentions?
3. Has the individual shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremist groups or murder?
4. Has the individual engaged in attack-related behavior, including any menacing, harassing, and / or stalking-type behavior?
5. Does the individual have a history of mental illness involving command hallucinations, delusional ideas, feelings of persecution, etc., with indications that the individual has acted on those beliefs?
6. How organized is the individual? Is he / she capable of developing and carrying out a plan?
7. Has the individual experienced a recent loss and / or loss of status, and has this led to feelings of desperation and despair?
8. Corroboration-What is the individual saying, and is it consistent with his / her actions?
9. Is there concern among those that know the individual that he / she might act based on inappropriate ideas?
10. What factors in the individual’s life and / or environment might increase / decrease the likelihood of the individual attempting to attack a target?

C. HAZARD IDENTIFICATION

Faculty and / or staff conduct daily inspections of their classrooms, specialty rooms, playground, athletic fields and / or office area to identify, evaluate and if needed to control any potential hazards associated within their work area. All concerns are forwarded to the appropriate administrator. If immediate action is needed, the administrator will contact the Chief Emergency Officer.

Orange-Ulster BOCES continues to work with outside emergency response agencies and the Risk Management Department to evaluate potential hazards within our district. Orange-Ulster BOCES has identified the following list of sites and a few of potential hazards.

BUILDING	POTENTIAL EMERGENCIES
Emmanuel Axelrod Special & Alternative Education Center 53 Gibson Road Goshen, NY 10924	Transportation Accidents Black Dirt Storms UST Leaks
Career & Tech Center 39 Gibson Road Goshen, NY 10924	Transportation Accidents Black Dirt Storms UST Leaks
Administration Building 53 Gibson Road Goshen, NY 10924	Transportation Accidents Black Dirt Storms UST Leaks
Resource Center Bldg. 43 Gibson Road Goshen, NY 10924	Transportation Accidents Black Dirt Storms UST Leaks
Regional Education Center at Arden Hill 4 Harriman Drive Goshen, NY 10924	Transportation Accidents Black Dirt Storms UST Leaks
Newburgh Adult Learning Center 1 Washington Center Newburgh, NY 12550	Traffic Accidents Proximity to Indian Point
Middle Hope ES 62 Overlook Drive Newburgh, NY 12550	Transportation Accidents UST Leaks
Including Communities 129 West Main St Goshen, NY 10924	Transportation Accidents Black Dirt Storms UST Leaks
Goshen Main Street 227 Main Street Goshen, NY 10924	Transportation Accidents Black Dirt Storms
Chester Academy 64 Hambletonian Ave Chester NY 10918	Transportation Accidents
Minisink Valley HS & MS 2320 Route 6 Slate Hill NY 10973	Transportation Accidents
Warwick Sanfordville ES 144 Sanfordville Rd Warwick, NY 10990	Transportation Accidents

Indian Point Disaster

While Orange-Ulster BOCES sites do not specifically fall within the Emergency Planning Zone (10 miles) radius, many of our programs transport our students from areas within the EPZ. Due to this, should the activation of the emergency alert system occur, Orange-Ulster BOCES would follow the directions and emergency response procedures of the Orange County Emergency Operations Center regarding the transportation needs of the students

SECTION III: RESPONSE

A. NOTIFICATION AND ACTIVATION (INTERNAL AND EXTERNAL COMMUNICATIONS)

In the event of an emergency, administrative personnel will be immediately notified. Systems are in place which provide email, texts and phone calls when 9-1-1 is dialed from the campus. If a cell phone is used to call emergency services, a member of the staff will contact the main office. Office personnel will immediately contact the building Principal and / or Designee or Central office if a building administrator cannot be immediately reached. If the main office is involved with the incident, the alternative site as designated within the “Building Level Response Plan” will be utilized to provide appropriate notification. At times the Blackboard Connect notification system will be utilized to provide information to students, parents / guardians and staff. Building Level Response Plans provide more building specific notification procedures to alert faculty, staff, students and guests as designated.

In the event of a violent incident, Orange-Ulster BOCES administrators are to activate the Emergency Notification System (LENS-3) which in turn will contact appropriate law enforcement immediately.

Information received from telephone calls, e-mails or faxes from authorities will be disseminated to educational agencies within the BOCES building and its component districts of a disaster. The system includes the following forms of communication:

1. Telephone
2. Fax / Email
3. District Radio System
4. Intercom
5. Local Media
6. NOAA Weather Radio
7. Blackboard Connect

The system requires that in the event of an emergency or impending emergency, the district will notify all principals / administrators of facilities within the district to take the appropriate action.

District Emergency Telephone Numbers

1. ORANGE-ULSTER BOCES MAIN CAMPUS

TITLE	NAME	TELEPHONE NUMBER
Chief Operating Officer	William Hecht	291-0100
Deputy Superintendent	Deborah McBride Heppes	291-0160
Assistant Superintendent	Kerri Stroka	291-0120
Operations and Maintenance		
Director of Operations	Mark Coleman	291-0150
Risk Management		
Assistant Director of Facilities III	Joseph Russo	781-4887
CTEC		
Director	Kathleen Smith	291-0310
Principal	Eugene Hewitt	291-0100 x10315
Principal	Neal Wilkinson	291-0100 x10102
Assistant Principal	Greg D'Ambrosio	291-0100 x10312
Assistant Principal	Jaclyn DeLao	291-0100 x10317
Special Education		
Director	James Higgins	291-0210
Assistant Director	Keith Sullivan	291-0100 x10220
Principal- Raymond C Cramer	Pilar Rocha	291-0100 x10280
Special Education @ Goshen Campus Liberty Elem.	Megan Gildea	291-0100 x10230
Principal- STRIVE	Jodie Massen	291-0100 x10290
Principal- Middle and Senior HS	Barbara Gasperetti	x10250 and x10260

2. BOCES – SATELLITES (OFF CAMPUS) / PROGRAMS

DIVISION	NAME	TELEPHONE NUMBER
Athletic Coordinator	Chris Mayo	294-5799
Adult Education@Newburgh Learning – Maple Bldg	TBD	781-6751
Adult Education @ Orange County Jail	TBD	291-7791
CTEC@Arden Hill – Practical Nurse Program	Kathleen Smith	291-0310
Instructional Support Services - AHC	Diane Lang	781-4363 x10701
Technology - AHC	Forrest Addor	781-4363 x10709
Restart@Arden Hill	Jennifer Lepore	291-0100x10605
Special Education@Middle Hope ES	Susan DeGeorge	291-0100x10950
Special Education@Chester Academy	Sara Puccio	291-0100x10661
Special Education@129 West Main St Goshen	Jodie Massen	291-0100x10290
Special Education@227 Main St Goshen	Sara Puccio	291-0100x10661
Special Education@ Minisink Valley HS & MS	Jodi Massem	291-0100x10290
Special Education@AHC-MAF M/HS, IDT, Sparc, Restart Program	Jennifer Lepore	291-0100x10605
Special Education@Warwick Sanford-ville ES	Sara Puccio	988-0331

B. STANDARD RESPONSE PROTOCOL

Multi-Hazard Responses

EMERGENCY RESPONSE PROCEDURES

- Safe Schools NY **S.H.E.L.L. Protocol** - Shelter, Hold in Place, Evacuation, Lockout, Lockdown
- Hazard announcement will be made by the Lockdown Emergency Notification System (LENS-3) System – Appendix 8
- Understand these are procedures and best practices. If you believe, based on your current situation and direct observations, that something can improve your safety and the safety of your students, then do so. Be able to articulate why you made that choice.

1. SHELTER-IN-PLACE

(Used to shelter staff and students inside the building) – Announcement will be made through the LENS-3 notification system.

Attention all students and staff. This is a Shelter in Place order. I repeat, this is a Shelter in Place order. Please act quickly to Shelter in Place and follow our Shelter in Place procedures.

1. Listen for instructions about the situation and your actions.
2. Students in hallways should return to their assigned, if possible.
3. Classroom teachers take attendance.
4. All other staff assist students as needed.
5. Move away from windows if the situation warrants.
6. If instructed, move out of the classroom to a designated safe area. Stay together at all times.
7. Take attendance after each move.
8. Listen for updates.

2. HOLD-IN-PLACE

Used to limit movement of students and staff while dealing with a short-term emergency, bomb threat or suspicious object threat.

Short-Term Emergency

1. Listen for instructions about the situation and your actions.
2. Students in hallways should return to assigned classroom, if possible.
3. Classroom teachers take attendance.
4. All other staff assist students as needed.
5. Listen for updates.

MEDICAL EMERGENCY IN ROOM

A Hold-in-Place will be announced “All designated administration and health staff will be asked to report to _____ for a medical emergency at Room _____”.

Bomb Threat / Suspicious Object Threat

(Dial *57 for bomb threats received over phone. Refer to bomb threat call log for questions to ask caller.)

1. Do NOT activate the fire alarm system: Do NOT use portable radios or cell phones.
2. Perform cursory check of work area for any unusual packages or terms.
3. Building-Level Emergency Response Teams to activate Shelter-In-Place or Hold-In-Place or Evacuate areas outside the building as directed.
4. Be sure to take attendance roster(s) with you for accountability.
5. Shelter in “cleared and sanitized areas” or evacuate away from the building when instructed.
6. Stand by for additional instructions from administrative or law enforcement officials.
7. When all clear is given, report back to classroom for accountability check.

3. EVACUATE

(Used to evacuate students and staff from the building) – Announcement will be made through the LENS-3 notification system.

For a Fire Evacuation: *The fire alarm system will sound to indicate evacuation.*

ATTENTION ALL STUDENTS AND STAFF. THIS IS AN EVACUATION ORDER. I REPEAT THIS IS AN EVACUATION ORDER. PLEASE MOVE QUICKLY TO EXIT THE BUILDING AND FOLLOW OUR EVACUATION PROCEDURES.

1. Listen for instructions regarding the situation and your actions.
2. Lead students to designated assembly or announced assembly area. Use secondary route, if necessary.
3. Bring attendance list and class roster.
4. Close the classroom door after exiting.
5. Take attendance when safe to do so.
6. If evacuating off site, take attendance before moving from and upon arrival at off-site location.
7. Before evacuating, observe surroundings and route, choose alternate route if suspicious activity or danger is present.

4. LOCKOUT

(Used when there is a security / safety concern outside of the building)

(NORMAL ACTIVITIES INSIDE THE BUILDING)

Do not allow entry to or exit from the building unless directed by the police.

1. Listen for instructions about the situation and your actions.
2. Lock all exterior windows.
3. Leave blinds and lights as they are. Ground floor blinds should be closed after the room is secure.
4. Take attendance.
5. After initial instructions listen for updates.
6. Classroom instruction continues as normal.
7. All outdoor activities are terminated.
8. Listen for updates.

5. LOCKDOWN

Always assume the intruder is armed. Understand that a situation may occur before an announcement can be made. If you directly witness or observe or have reason to believe you should lockdown your area (loud noises and screaming, observe an intruder etc.) but have not heard an announcement, do so immediately! Call 911 and contact a member of administration after your area is secure to report the situation.

Announcement will be made through the LENS-3 Notification System. “**Lockdown. Lockdown. Lockdown.** This is a **lockdown** emergency. Please enter the Lock down mode, move quickly to a secure location, and follow our **lockdown** procedures”

1. **If safe gather students from hallways and common areas near your classroom.**
2. **Close and lock your door. Barricade if necessary. Cover the door window if possible.**
3. **Move students to a safe area in the classroom out of sight of the door.**
4. **Leave lights on and blinds as they are. If on the ground floor or on a courtyard, secure windows and close blinds if capable.**
5. **Keep everyone quiet, silence cell phones.**
6. **Take attendance if possible.**
7. **Do not communicate through door or answer room phone.**
8. **Do not respond to P.A. or fire alarm unless you see fire and or smoke.**
9. **Stay hidden until physically released by law enforcement personnel.**
10. **A release from a lockdown occurs with direct contact and instruction from law enforcement and a school staff member**

C. SITUATIONAL RESPONSES

1. INTRUSION

RESPONSE ACTIONS:

1. Identify intruder(s). Verification should be made that there is indeed an intruder in the building, on the grounds, or if a real threat exists, always assume an intruder is armed and dangerous. If threat is imminent immediately activate the LENS-3 for Lockdown procedures. Law Enforcement will be immediately notified upon system activation.
2. Notify the following individuals:
 - a. Chief Operating Officer
 - b. Deputy Superintendent
 - c. Bldg. Principal or designees (see chain of command for full list of #s)
3. Activate the Emergency Notification System (LENS-3) if not already activated.
4. Notify the law enforcement agencies by 911. NOTE: The Chief Operating Officer, Deputy Superintendent or Assistant Superintendent should notify law enforcement officials.
5. A Lockdown of all rooms and assembly halls should take place immediately.
6. Isolate the area of the incident from all staff and students. Do not allow anyone to enter the area without the advice of law enforcement officials.
7. Based on the advice from law enforcement officials, consider implementing the following response actions:
 - a. Isolate the area of the building involved
 - b. Develop class changes.
 - c. Evacuate staff and students from uninvolved areas.
 - d. Notify parent(s) and / or spouse of victims.
 - e. Set up a receiving area(isolated) for family members of any victims.
8. Inform (update) Chief Operating Officer of situation and actions taken.
9. Law enforcement will give “all clear”, at which point law enforcement and administrators will direct staff to conduct accountability check. When accountability check is complete, staff and students may resume normal operations.

2. HOSTAGE TAKING / KIDNAPPING

RESPONSE ACTIONS:

1. Identify Situation. (All school staff members are responsible for this.)
2. Notify the following individuals:
 - a. Chief Operating Officer
 - b. Deputy Superintendent
 - c. Director of Operations
 - d. Bldg. Principal or designees (see chain of command for full list of #s.
3. Notify the Local Law enforcement agencies by telephone at 911 and follow their instructions. Do not attempt to overtake the assailant. NOTE: The Chief Operating Officer, Deputy Superintendent or Assistant Superintendent should notify law enforcement officials
4. Activate the Emergency Notification System (LENS-3) for a Lockdown.
5. Isolate the area of the incident from all staff and students. Do not allow anyone to enter the area without the advice of law enforcement agencies.
6. Inform (update) the Chief Operating Officer of the situation and actions taken
7. Based on the advice from law enforcement officials, consider implementing the following response actions:
 - a. Isolate the area of the building involved.
 - b. Develop class changes.
 - c. Evacuate staff and students from uninvolved areas.
 - d. Notify parents(s) and or spouse(s) of victim(s).
 - e. Implement Go Home guidelines.
 - f. Set up a receiving area (isolated) for family members of victims.

3. BOMB THREAT

RESPONSE ACTIONS:

1. Upon receipt of a bomb threat by telephone, initiate response form. Listen for identifying speech characteristics: male or female, young or old, etc. fill out the response form as completely as possible.
2. Hang up from the bomb threat call and immediately pick up the telephone, wait for a dial tone and dial *57.
3. Notify the following individuals:
 - a. Chief Operating Officer
 - b. Deputy Superintendent
 - c. Director of Operations
 - d. Bldg. Principal or designees (see chain of command for full list of contact #'s)
4. Notify the law enforcement agencies by telephone at 911.

NOTE: *The Chief Operating Officer, Deputy Superintendent or Assistant Superintendent should notify law enforcement officials.*

5. Under the direction of an administrator listed in item 2, notify all building occupants using the public address system of a “SUSPICIOUS OBJECT THREAT RESPONSE GUIDELINES”.
Note: Do NOT activate the Fire Alarm System, Do NOT use portable radios or cell phones.
6. When “all Clear” is given, by Central Office Administration in consultation with the Director (or designee) and the lead law enforcement supervisor on scene, the staff and students will report back to their classrooms.
7. The Central Office Administrator informs parents and guardians that the school Emergency Management Plan has been activated.

BOMB THREAT RESPONSE FORM

BE ALERT! GET SPECIFICS! BE RESPONSIVE!

Person receiving call: _____

Exact time of call: _____

Exact words of Call _____

QUESTIONS TO ASK:

- When is bomb going to explode?
- Where is the bomb?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Did you place the bomb?
- Why?
- Where are you calling from? • What is your address?
- What is your name?

CALLER'S VOICE (CIRCLE)

Accent	Crying	Giggling	Normal
Squeaky	Angry	Deep	Lisp
Sincere	Stressed	Broken	Disguised
Loud	Slow	Stutter	Calm

If the voice is familiar, whom did it sound like? _____

Were there any background noises? _____

Remarks: _____

Person receiving call: _____

Telephone number call received at: _____ Date: _____

Report call immediately to: _____

(Refer to bomb incident plan)

BACKGROUND SOUNDS (CIRCLE)

Airplanes

Street Traffic

Animals

Office / Machinery

Trains

Quiet

Factory / Machinery

Voices

Music

Remarks: _____

THREAT LANGUAGE (CIRCLE)

Foul

Irrational

Taped

Incoherent

Message read by threat maker

Well spoken (educated)

Remarks: _____

Hang up from the bomb threat call and immediately pick up the telephone, wait for dial tone and dial *57. System will verify that the feature has been successfully activated. Contact the Superintendent's Office.

Date Call Received: _____ Time Call Received: _____

Received at Telephone Number: _____

Name / Position: _____

4. CIVIL DISTURBANCE

RESPONSE ACTIONS:

1. Identify Situation. Verification should be made that there is indeed a disturbance in the building or grounds. **Always assume that weapons may be involved.**

Notify the following individuals:
 - a. Chief Operating Officer
 - b. Deputy Superintendent
 - c. Director of Operations
 - d. Building Principals or designees (see chain of command for the full list of telephone numbers)
2. Under the direction of an administrator listed in item 1, notify all building occupants using the LENS-3 Lockdown notification.
3. Notify local law enforcement agencies by telephone at 911. NOTE: The Chief Operating Officer, Deputy Superintendent, Director of Operations should notify law enforcement agencies.
4. A lockdown of all rooms and assembly areas should take place immediately.
5. Isolate the area of the incident from all staff and students. Do not allow anyone to enter the area without the advice of law enforcement officials.
6. Based on advice from law enforcement officials, consider implementing the following response actions:
 - a. Isolate the area of the building involved
 - b. Develop Class schedule changes
 - c. Evacuate staff and students from uninvolved areas
 - d. Notify parents(s) and / or spouse of victim(s)
7. Inform (update) Executive Office of situation and actions taken.
8. When “all clear” is given by school district administrator(s) and / or local law Enforcement direct staff to conduct accountability checks. When the accountability check is complete, staff and students may resume normal operations.

5. EXPLOSION / FIRE EMERGENCY

RESPONSE ACTIONS:

1. Upon the occurrence of an explosion or notification of a fire in a facility, sound the building fire alarm immediately. Building systems that are not automatically turned off by the alarm being activated should be shut down.
2. Notify 911 to activate emergency services.
3. Begin evacuation of the facility in accordance with established emergency evacuation plans.
4. Notify the following Individuals:
 - a. Chief Operating Officer
 - b. Deputy Superintendent
 - c. Director of Operations
 - d. Building Principals or designees (see chain of command for the full list of telephone numbers)
5. Initiate accountability procedure to determine if any staff, students, or visitors are injured or missing.
6. Upon their arrival, advise the fire department of the situation. Assist the fire department incident commander with activities related to the incident, such as accountability of building occupants, building plans (maps with building layout), locations of utilities shutdown etc.
7. Prepare public information release to the media, if necessary. Notify local media (radio and television) if early dismissal is initiated and give appropriate dismissal times, (Chief Operating Officer's Office).
8. Resume, curtail or cease building operation, as advised by the fire department officials. Notify staff, students and parents.
9. If a false alarm, investigate to identify the individuals(s) who activated the alarm system.
10. Initiate "go Home" procedures if necessary.

6. SCHOOL BUS ACCIDENT

RESPONSE ACTION:

1. Upon receipt of notification of an off-site motor vehicle accident involving a school bus, the following information should be gathered from the caller.
 - a. Location of incident
 - b. Bus Company and bus number
 - c. Number of passengers
 - d. Known details of the accident. (multi-vehicle, property, roll-over, etc.)
 - e. Any reported injuries
2. Notify the following district officials:
 - a. Chief Operating Officer
 - b. Deputy Superintendent
 - c. Director of Operations
 - d. Building Principals or designees (see chain of command for the full list of telephone numbers)
3. A school district representative, including a school nurse, should be sent to assist at On Scene Incident Command Post wearing school district identification on clothing. Only trauma trained Emergency Medical people should remove potentially injured people from the bus, unless imminent hazard is evident, such as a fire explosion or other life-threatening situation.
4. Assign School liaison personnel to Fire, EMS and Law Enforcement officials (Incident Command Post) on scene and gather in writing accurate information regarding:
 - a. Names and total number of injured students and staff.
 - b. Hospital each injured person will be transported to.

(EMS Command should have a member assigned to patient tracking)
5. At the Chief Operating Officer's direction, notify the parents / legal guardian or spouse(s) of the injured as soon as possible.
6. If deemed necessary by the Chief Operating Officer, initiate the media notification plan.
7. Maintain communication with Emergency Services and hospital for current status of accident scene and patient condition. (Assign school liaison personnel to respond to hospitals where injured are transported to) Relocate uninjured students to shelter if weather is inclement as quickly as possible.
8. If directed to do so by the Chief Operating Officer, activate the critical incident counseling team.
9. When the incident is terminated by emergency services and local law enforcement agencies, resume normal operations.

7. SEVERE THUNDERSTORM / TORNADO

RESPONSE ACTIONS:

1. Monitor all National Weather service stations for severe thunderstorm and tornado watch or high wind warnings on Weather Alert Radio or local radio stations.
2. Central office should verify that all schools have received a weather alert.
3. District weather spotters should take their positions.
4. Curtail all outside activities when a “warning” is received. Close shades and / or blinds.
5. Continue to monitor outside weather conditions, Weather Alert Radio, and local radio stations. When a “warning” is rescinded or “all clear” is given, organize to resume normal activities if there is a damage to school property.
6. If buildings have sustained damage, refer to structural failure section of the Emergency Management Plan. Also ensure that County Emergency Management Office is informed of damage.

THUNDERSTORM WATCH:

This means that the weather conditions are such that thunderstorms could develop. If you receive such a call you should be alert to the possibilities of impending storms.

ACTION: *Although no specific action is required, it is recommended that outside activities are monitored.*

THUNDERSTORM WARNING:

Issued when a severe thunderstorm with winds exceeding more than 58 mph is in the area or is possibly occurring in some sections of the county.

ACTION: *All outside activities should be curtailed for the duration of the warning. While this warning does not immediately necessitate moving students and staff to the safe areas in the building as in a tornado warning, children should be moved away from windows. If further precautions are necessary, Central Office will issue the directions.*

TORNADO WATCH:

This alert suggests that conditions are such that a tornado could occur.

ACTION: *Outside activities should be curtailed upon receipt of this alert.*

TORNADO WARNING:

This alert is given when a tornado has been reported in the county

ACTION: *All students and staff should be quickly moved to the safe areas in the building until further notice. Be sure to take a cellular phone with freshly charged batteries with you. A class register should be taken as well.*

NECESSARY RESOURCES:

- AM / FM Radio
- Public Address System
- NOAA Weather Alert Radio
- Television
- Pre-designated Shelter Areas

8. ANTHRAX / BIOLOGICAL THREAT

RESPONSE ACTIONS:

In the event of an Anthrax threat, the individual receiving the letter / package should do the following:

1. Remain in the room / office where the package is opened.
2. Do not let any room / occupants leave after the package is opened.
3. Do not allow anyone to enter the area.
4. Use the intercom or in-house communication system to inform the administrator of the situation.
5. The building administrator must then call 911 and the Chief Operating Officer's office and inform them of the "Anthrax Scare"
6. Initiate Hold-In-Place protocol. Advise all staff and students to hold in their present location until further notice and disregard all class bells for period changes.
7. Isolate / lock down all entrances and exits and post monitors at each point to prevent unauthorized entry / exit.
8. If evacuation is necessary, law enforcement and emergency services will determine the need, extent and period.

9. HAZARDOUS MATERIAL SPILL-ON SITE

RESPONSE ACTIONS:

1. Upon discovery or detection of any spill of a hazardous material, petroleum or chemical product, notify the following:
 - a. Chief Operating Officer
 - b. Deputy Superintendent
 - c. Director of Operations
 - d. Building Principals or designees (see chain of command for the full list of telephone numbers)
 - e. Local Fire Department - 911
2. Based on the advice of the fire department, curtail or cease building operations, as appropriate.
3. When deemed appropriate, notify staff and students to evacuate using the fire evacuation pre-plan. Insure that evacuation route does not go through the spill area. Re-route evacuees away from the spill area.
4. Notify parents through media (Chief Operating Officer's office or Public Information Office.
5. Director of Operations and Fire Department Officials will evaluate the problem.
 - a. If trained and adequately protected with safety equipment, determine cause.
 - b. If trained and adequately protected with safety equipment, mitigate the situation.
 - c. Notify New York State DEC spill hotline at 1-800-457-7362
6. After consulting with fire and environmental officials, resume normal operations.

NECESSARY RESOURCES:

- | | |
|---------------------------------|---------------------------|
| ● Emergency Telephone Roster | ● Evacuation Plan |
| ● Public Address System | ● Safety Data Sheets |
| ● Spill Absorbent Kit | ● Media Notification Plan |
| ● Personal Protective Equipment | ● Transportation Plan |
| ● AM / FM Radio | ● NOAA Weather Radio |

10. HAZARDOUS MATERIAL SPILL-OFF SITE

RESPONSE ACTIONS:

1. Upon being notified of an off-site hazardous material spill or release, follow the directions.
2. Notify the following individuals.
 - a. Chief Operating Officer
 - b. Deputy Superintendent
 - c. Director of Operations
 - d. Building Principals or designees (see chain of command for the full list of telephone numbers)
 - e. Notify 911 to activate emergency services
3. When deemed appropriate, notify staff and students to evacuate using the fire evacuation pre-plan. Ensure that the evacuation route does not go through the spill area. Re-route evacuees away from the spill area.
4. If evacuation is recommended, initiate the “Go Home” procedure.
5. Monitor the situation with local fire emergency management or law enforcement agencies, and the media. (Attach a school district representative to the Off Site Incident Coordination Team if possible).
6. When advised to do so by fire and emergency management officials, resume normal operations.
7. When conditions permit, re-open school and if appropriate, utilize standard media notification.

NECESSARY RESOURCES:

- Emergency Telephone Roster
- Public Address System
- Media Notification
- AM / FM Radio
- Television
- NOAA Weather Radio
- Transportation Plan
- Evacuation Plan

11. FOOD POISONING

RESPONSE ACTIONS:

1. Person suspecting food poisoning notifies the Building Administrator or Building Emergency Coordinator.
2. Building Administrator or Building Emergency Coordinator notifies the Head of Food Service and School Nurse.
3. The Building Administrator or Building Emergency Coordinator determines the emergency response and authorizes notification.
4. Provide medical attention to affected persons and contact parents of students needing emergency attention.
5. Request Emergency assistance if needed.
6. Contact the Department of Health if appropriate.
7. Close food service operation if appropriate.
8. Gather samples of suspicious foods (either in original container or clean container)
9. Label food samples and refrigerate.
10. Nurses or other health professionals examine and interview ill persons, record signs and symptoms and collect specimens if possible.
11. Where possible, identify individuals who ate common foods.
12. Dismiss early if needed.
13. The Board of Health gives clearance to resume food service.
14. Notify the Chief Operating Officer of all actions taken.
15. Executive officer notifies the Commission of Education that the plan was activated as required under CR155.17.
16. Notify parents if appropriate.

12. INDIAN POINT DISASTER FOR TRANSPORTATION SERVICES

The federal government established four classes to describe emergencies at nuclear power plants. In order from least to most serious, they are:

1. An **Unusual Event** indicates a potential problem with the operation of the plant. Emergency officials are notified, but no public action is required.
2. An **Alert** indicates an event that could reduce that plant's level of safety but would not require public action. Any release of radioactivity would be a small fraction of federal protective action guidelines.

An alert will activate the Orange County Emergency Operations Center. School officials are notified that Orange County Emergency Operations Center has been activated by the school liaison within the Orange County Emergency Operations Center.

3. A Site **Area Emergency** indicates a problem that substantially reduces that plant's level of safety. Release of radioactivity outside the plant site would not be expected to exceed federal protective action guidelines.

Orange-Ulster BOCES will take protective actions as recommended by the Orange County Commissioner of Health, Orange County Executive or designee, and will be notified of such actions by the school liaison within the Orange County Emergency Operations Center. The School district will notify Non-public Schools, Nursery Schools and Day Care centers of the protective actions recommended by Orange County government, and alert their bus company as for the need to potentially evacuate the school district.

Protective actions can include, but not limited to.

- a. **Sheltering-in-Place (Short-Term):** Relocate students to hallways, close all windows and blinds, shut down the ventilation systems and cancel all outside activities.
 - b. **Limited Evacuation (Long-term):** The school district will be directed to evacuate students to their designated reception center for pickup by parents.
 - c. **Dismiss Early.**
4. A **General Emergency** indicates a problem affecting the plant safety systems that could lead to a release of radioactivity that would exceed federal protective action guidelines outside the plant site.

Protective actions can include, but not limited to:

- a. Sheltering-in-Place (Short-Term): Relocate students to hallways, close all windows and blinds, shut down the ventilation systems and cancel all outside activities.
- b. Limited Evacuation (Long-term): The school district will be directed to evacuate students to their designated reception center for pickup by parents.
- c. c. Dismiss Early.

Note: *Schools in evacuated areas remain closed until notified by Orange County Commissioner of Health, Orange County Executive or designee that the facilities can be reopened.*

13. ACTS OF VIOLENCE

Orange-Ulster BOCES has established and encourages an open and comfortable environment enabling all students, teachers, and parents or guardians to report threats and acts of violence. These reports are submitted to the appropriate administrators and all pertinent investigations will be conducted to mitigate the concern.

Acts of violence come in many forms and are not specific to all students. Orange-Ulster BOCES has Zero-Tolerance for any form of an act of violence. Some forms of violence that a student may show include by not limited to:

1. Talks about violence and has a specific plan.
2. Talks about violence and / or expresses violence in writings and drawings.
3. Severe expressions of rage often for minor reasons (i.e., banging head against the wall, unstoppable screaming.
4. Severe destruction of property
5. Tortures animals
6. Frequently fights with peers and / or family members.
7. Access to family or own firearms and capable of competent use.
8. History of suicidal or other self-destructive behavior.

Early Warning Signs for the Potential of Violent Behavior

1. Social withdrawal / lacks commitment or connection to a group or persons.
2. Excessive feelings of isolation and being alone.
3. Excessive feelings of rejection.
4. Often the victim of aggression, bullying, or violent acts.
5. Feelings of being picked on / persecuted.
6. Low school interest / poor academic performance
7. Patterns of impulsive, chronic hitting, intimidation, and / or bullying behavior.
8. Regularly involved in behavior / discipline problems including difficulties at an early age – the earlier the problems, the higher the likelihood of serious problems in adolescence.
9. Past history of violent and aggressive behaviors.

RESPONSE TO ACTS OF VIOLENCE

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 LOCKDOWN protocol followed by a call to the police and Chief Operating Officer (if safe to do so). District policies and procedures define violent offenses that will involve police.
2. The Principal, and / or their designee will activate the Building Level Emergency Response Team and determine the appropriate direction to take.
3. The Building-level Emergency Response Team 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. A list of Emergency Announcements used with the LENS 3 system is included in the Appendix section.
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 building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Contact. Chronic offenders may require a behavior plan or constant close monitoring, and / or police involvement.
8. School administrators 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.
10. Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
11. The district has a zero-tolerance policy for acts of school violence.

AT THE CONCLUSION OF THE POTENTIAL INCIDENT OF VIOLENCE TAKE THE FOLLOWING STEPS:

1. A written summary shall be prepared by a designated staff person.
2. Involved personnel shall debrief.

Notify the Director of Special Education whenever a CSE student is Involved. He / she will determine further actions. The home district of the student should also be notified.

POTENTIAL VIOLENCE INCIDENT SUMMARY FORM

Student's Name: _____ Date: ____/____/____

DOB: ____/____/____ Grade _____

Name / Title of Person Completing Form: _____

Parents' Name: _____

Address: _____

Home Phone: _____ Work Phone: _____

DESCRIPTION OF INCIDENT:

(Include date / time of incident, names / titles of all involved parties and their specific roles):

ACTIONS TAKEN & RECOMMENDED FOLLOW UP:

NOTIFICATION (NAMES, TITLES DATES):

Police: _____

Student's Parents: _____

Potential victim(s) and potential victim(s)' Parents: _____

Others: _____

Referrals (names, titles, dates): _____

Psychiatric evaluation: _____

Community Services: _____

In-school Services: _____

Discipline specify): _____

Other: _____

C. ASSISTANCE FROM LOCAL GOVERNMENTAL OFFICIALS

ALL EMERGENCIES FOR FIRE, POLICE & AMBULANCE: DIAL 9 - 911 on-campus, 911 off-campus

1. COORDINATION WITH LOCAL AND COUNTY AGENCIES

The School District has developed an emergency management plan along with specific procedures to follow should an emergency occur. A copy of this plan is located in each of the school building offices. Additional coordination for Plan procedures and implementation may be completed in conjunction with the following agencies.

AGENCY	CONTACT	PHONE
Orange County Sheriff's Office	Squadroom	845-291-2329 / 7929
Town of Goshen Police	Dispatch	845-294-9555
New York State Police	Dispatch	845-344-5300
Goshen Fire Department	Alex Streichenwein	845-294-3448
Town Government	Mayor	845-294-6750
Orange-Ulster BOCES	Executive Officer	845-291-0100
Garnet Medical Center	Safety / Security Director	845-333-1000
Ambulance	Ambulance	845-294-9400
Risk Management	Health & Safety Coordinator	845-781-4887

OTHER:

- Life threatening Emergencies: 911
- Poison Control: 1-914-366-3030
- Gas Leak: 1-800-533-5325
- FBI: 845-220-4200
- Orange & Rockland Utilities: 1-877-434-4100

Should an actual emergency occur, the District Emergency Officer or Incident Commander will contact the appropriate agency with the specific nature of the emergency and request assistance. Questions concerning these emergency procedures should be directed to:

CHAIN OF COMMAND

- **Chief Operating Officer** – 291-0100 (x-10111)
- **Deputy Superintendent** – 291-0100 (x-10160)
- **Assistant Superintendent** – 291-0100 (x-10120)

2. PROCEDURES FOR OBTAINING ADVICE AND ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS

BOCES can readily obtain advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law through the County of Orange Emergency Operations Center which operates 24 hours a day. The types of procedures for obtaining advice and assistance from local governments during countywide emergencies include the following:

Chief Operating Officer / Designee in an emergency will be the Schools' Emergency Management Coordinator and works with local / county / state government officials at the County of Orange Emergency Operations Center for obtaining advice and assistance. The Coordinator of Health and Safety sits on numerous emergency planning groups at the state, county and local level and act as the conduit for accomplishing this task. The details of the activities that are done are too numerous to include in this document.

DISTRICT RESOURCES AVAILABLE FOR USE DURING AN EMERGENCY

In an emergency, the Director of Operations and Chief Operating Officer / designee will be the Schools' Emergency Management Coordinator and works with local / county / state government officials at the Orange County Emergency Operations Center for obtaining resources such as facilities, buses and trucks, generators etc.

IDENTIFICATION OF DISTRICT RESOURCES, WHICH MAY BE AVAILABLE FOR USE DURING AN EMERGENCY

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 consideration of 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
- 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

RAPID RESPONSE CRISIS KIT

Each school building has organized a Rapid Response Crisis Kit. Items include, but are not limited to:

1. Master Keys
2. Blank Name tags or identification vests
3. Classroom telephone directory
4. Building floor plans (supplied by BOCES Risk Management)
5. Utility Shut-off master diagram (supplied by BOCES Risk Management)
6. Notebooks, pens, markers
7. Complete student roster
8. Bell and Bus Schedules
9. Current Yearbook or class photos
10. Daily Attendance List

Each Principal has a Rapid Response Crisis Kit in the main office and in a secure room or location on the other side of the building.

PROCEDURES TO COORDINATE THE USE OF SCHOOL DISTRICT RESOURCES AND MANPOWER DURING EMERGENCIES

When an emergency occurs, the Director of Operations Officer / designee is the Schools' Emergency Management Coordinator and Works at the Orange County Emergency Operations Center with local / county / state government officials. He / she coordinates the use of school district resources and manpower during emergencies with representatives of Police, Fire, EMS organizations as well as organizations such as Red Cross, Salvation Army and numerous county agencies at the County level. The BOCES and Local School District staff members assigned to provide assistance during emergencies are designated through the Incident Command System. At the district level as designated by the LEA through the Incident Commander. The Annex maintained includes all office, home, mobile, and cell phone listings for people who may be needed to be contacted by district and within the district by building.

3. PROTECTIVE ACTIONS OPTIONS

BOCES may take the following actions in response to an emergency where appropriate.

These actions are made in coordination with local emergency responders: The responses include:

1. School Cancellation

- a. The Chief Operating Officer / designee will Monitor any situation that may warrant a school cancellation.
- b. The Chief Operating Officer / designee will decide.
- c. The Chief Operating Officer / designee will contact local media

2. Early dismissal

- a. The Chief Operating Officer / designee will Monitor the situation.
- b. If conditions warrant the Chief Operating Officer / Designee will close school, contact Transportation Supervisor to arrange transportation and contact local media to inform parents of early dismissal,
- c. Set up an information center for parents to make inquiries.
- d. Retain appropriate personnel until all students have been returned home.

3. Evacuation (before, during and after school hours, include security during evacuation and evacuation routes). Each School Building will have their own Evacuation Protocols in their Building Level Emergency Response Plan.

- a. The Chief Operating Officer / Designee will determine the level of threat.
- b. Contact the Transportation Supervisor to arrange transportation.
- c. Clear all evacuation routes and sites prior to evacuation sites.
- d. Account for all students and staff population.
- e. Make determination regarding early dismissal.
- f. If determination was made to dismiss early, contact local media to inform parents of early dismissal – Incident Reporting Form.
- g. Ensure adult supervision or continued school supervision / security.
- h. Set up an information center so that parents may make inquiries as to the situation.
- i. Retain appropriate district personnel until all students have been returned home.

4. **Sheltering sites** (internal and external)

- a. The Chief Operating Officer / Designee will determine the level of threat.
- b. Determine location of sheltering as dependent on the nature of the incident.
- c. Account for all student and staff population. Report any missing staff or student to designee.
- d. Determine other occupants in the building.
- e. Make appropriate arrangements for human needs.
- f. Take appropriate safety precautions.
- g. Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
- h. Retain appropriate district personnel until all students have returned home.

SECTION IV: RECOVERY

A. DISTRICT SUPPORT FOR BUILDINGS

1. PLANNING FOR THE PSYCHOLOGICAL AFTERMATH OF SCHOOL TRAGEDY

BOCES resources will support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s) by supplying trained Health & Safety technical support and other professionals as needed. The Chief Operating Officer's office will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s) by requesting implementation of the County of Orange County-Wide Response Plan to Sudden Child / Adolescent Death, if necessary.

Two programs follow in the Recovery Section of this document. The first document appended is from the Federal Emergency Management Agency (FEMA) Multi-Hazard Program for Schools. It asks the thought provoking-questions, which need to be considered before an incident occurs. It lists nineteen steps to be taken that have been analyzed by Trauma Psychologists. The full document along with additional resources can be found here:

<https://training.fema.gov/programs/emischool/el361toolkit/siteindex.htm#item9>

(Response and Recovery – Planning for Psychological Aftermath of School Tragedy)

The second is the County of Orange document entitled "County-Wide Response Plan to Sudden Child / Adolescent Death". The County-wide Response Plan was developed to provide guidance during events on a large scale. The knowledge and insights gained by the individuals who dealt with the aftermath of these tragedies were incorporated in the OU-BOCES District-Wide School Safety Plan to help administrators learn from the painful experiences of the past and serve to guide staff, students and families through crises which may arise in the future.

OU-BOCES recognizes that it is very difficult for any constructive activity to take place when people are afraid. It's hard to concentrate, hard to take tests, write essays, or listen to lectures. It's even hard to feel sadness, remorse, or other normal grief feelings. Hence the reduction of fear is the first major goal for the school following a tragedy. We can't expect to eliminate it, but we can reduce it by reducing the unknown.

2. PRINCIPLES OF POSTVENTION

The plan to respond to trauma should be based on the principles of reducing fear, facilitating grieving, and promoting education.

REDUCE FEAR

Fear is the most overpowering and debilitating human emotion. Fear can cause us to flee in panic, act irrationally, become immobilized, say things we regret, and act in other ways that later are embarrassing to us. To deal with fear, we first recognize that fear breeds in the unknown. People are most afraid of what they don't understand, of mysterious, dark, different, unknown situations. The neighbors' German Shepherd running at you, riding the subway, or driving to Toronto may each be scary the first time, but once you get to know the dog, have taken the subway a few times, or made the trip to Toronto often, you are much less afraid. Experience reduces the unknown and thereby reduces fear. An earthquake, especially one resulting in death, produces so many unanswered questions, leaves so much unknown, and thus creates fear. What made it happen? Will it happen again? Is the school really safe? Am I safe at home?

Will the next one get me? Why didn't God do something? Is there any place that's really safe?

As a result of so many unanswerable questions, the atmosphere in a school following an earthquake may be tinged with fear. Students and staff may feel unsure of themselves, confused, afraid of what else might happen, and not know how to behave or what to say.

Most of us grow up not thinking much about earthquakes. They only happen to other people, people we heard of or read about. It's hard to imagine that a major earthquake, especially one that kills people, would ever happen to our friends, family, or community, and when it does, many people feel insecure and afraid. Something that wasn't supposed to be part of the plan, something that wasn't supposed to happen has happened, and if that can happen, then anything can happen.

An earthquake can pull the rug out from under basic beliefs about how the world is and leave us feeling unsure, unsafe, and wondering what we can count on with certainty. It's in this sense that an atmosphere of fear may prevail in a school the days following an earthquake. Of course, those friends and staff closest to those who may have died will be most affected; but the tragedy will affect everyone in the school to some extent.

It is very difficult for any constructive activity to take place when people are afraid. It's hard to concentrate, hard to take tests, write essays, or listen to lectures. It's even hard to feel sadness, remorse, or other normal grief feelings. Hence, the reduction of fear is the first major goal for the school following a tragedy. We can't expect to eliminate it, but we can reduce it by reducing the unknowns.

While exercising sensitivity, we reduce fear by providing students and staff factual information about what happened, the deaths, and the grieving process to be expected in the days ahead by organizing the school day with as few changes as possible and by providing an open, accepting atmosphere, allowing the "secret" fears, questions, and feelings of students and staff to come out.

FACILITATE GRIEVING

Grief is the normal healthy, appropriate response to death or loss. Anyone who knew those that were killed is going to experience grief, from the parents whose bereavement will normally last two to three years to tangential acquaintances whose grief will be measured in days. Students and staff don't get to choose whether to feel grief or not, but they do get to choose how they'll respond to it.

People who deny their grief, pretend it's not a big deal, or insist they're not going to let it bother them, or try to cover it up with bravado, laughter, or stoicism usually have a much harder time resolving their grief than do people who are able to grieve more expressively.

Each person grieves in his or her own way. That has been learned by experience with loss over the years. A student or staff member's way of grieving or coping with loss can be predicted (based on past experiences with loss) and is not likely to change in the midst of a crisis like the aftermath of an earthquake.

Accordingly, a wide range of grieving behavior needs to be tolerated, e.g. screaming in anguish, pounding the lockers in anger, sobbing in the hallway, stunned silence, inability to answer even simple questions, seeming totally unaffected as if nothing happened, or saying as one boy did upon being told of his friend's death, "Good, now I don't have to pay him the ten bucks I owe him" This last remark was made in shock and he spent the month being attacked for it and apologizing over and over for it.

The initial response of most people to learning that someone they know has died is shock. Shock is usually a numbness, feeling like in a fog or feeling spacey during which the full impact of what's happened may not have sunk in. People in shock usually don't talk a lot and mostly need friends to be patient and not assume that they're unaffected just because they're not emotional.

Other reactions to be expected for some people following death are anxiety over what else might happen; anger at the person that died (e.g., for not heeding warnings); blame at someone for not doing something to save her; and perhaps guilt for surviving when he didn't. Naturally sadness and feeling the loss will usually replace shock, anxiety and anger and remain as the major result of the death for a long time.

While each person's way of grieving needs to be accepted, people who can get their grief out by talking, crying, expressing anger or guilt, writing, reading, exercise, painting, music etc. are usually better able to resolve their grief and, in less time, than those who can't or are not allowed to grieve. Thus, the school's postvention program needs to allow and encourage the natural expression of grief, especially immediately after the tragedy but also for some students, in the weeks and months ahead.

In this vein, one of the most predictable and significant consequences of a tragedy is that it will unlock and trigger unresolved grief in many students and staff. That is, there will be a sense of sadness in the school not only because a student has died, but because grief over people's previous losses will be activated. For example, the girl whose father drowned last year, the teacher whose miscarriage at six months no one would talk about, the boy whose mother has breast cancer, the custodian whose dad is deteriorating by Alzheimer's disease at a nursing home, the freshman whose parents are fighting out a bitter divorce all will be feeling both the effects of the tragedy and how even more intensely, the of their own life.

PROMOTE EDUCATION

The purpose of a school is to educate its students and (If Anna who says in *The King and I*, "by our students we'll be taught" is right) staff. Since we learn more from problems, crisis, and tragedies than on average days, an earthquake will be an intense time of learning –not reading and arithmetic, but of things perhaps more important.

The postvention program must be developed to promote constructive and useful learning in the aftermath of tragedy. Students and staff can be helped to learn how they react in a crisis, what people do that help most, how to help other people, what they really believe about death, that people can cry and still be strong, and measured against the criterion of death, what's really important in life.

Obviously, no one wants a student to die; however, given that the death has happened, inevitably learning is going to take place. The only question is, will the school allow it to occur haphazardly or will a postvention program be developed to promote constructive grieving, ways of helping others, and understanding of death and people in crisis?

B. POSTVENTION OUTLINE OF TASKS

Federal Emergency Management Agency (FEMA) Multi-Hazard Program for Schools.

A variety of school and community personnel will be available to help students during the day. After school a general staff meeting is held to review the day and prepare for tomorrow. In preparation for the oncoming days things to prepare for include the following:

- 1. Selection of the Crisis Response Team.** A crisis response team of perhaps three to five members with authority to make decisions in the time of crisis needs to be chosen. The team is responsible for both planning and implementation of postvention. Among its members should be staff who have some respect in the school, are sensitive to student and faculty needs, are committed to personal involvement in a crisis response, are able to be decisive and who are relatively calm under fire. The crisis response team would conduct planning for the remaining tasks and along with the building principal if he or she is not on the team, be responsible for carrying out the school's response to a suicidal death on the days succeeding it.
- 2. Identification of Media Liaison Person.** One person within the school district should be designated to handle all contact with newspaper, television, radio, and magazine reporters and shield school personnel from media intrusion. Media personnel should not be allowed in school. All school students and staff should be firmly instructed to refer any phone or personal contact, whether in school or at home, to the media liaison person whose phone number should be readily available and who should receive instructions on what information to release from the crisis response team. A press release should be prepared to serve as a basis for talking with the media. In general, the less publicity death receives the better.
- 3. Identification of Family Liaison Person.** The crisis response team should designate a representative of the school to initiate immediate and appropriate contact with the family of the deceased student, to express the empathy and concern of the school, to answer parents' questions regarding school plans, to ascertain family wishes and plans regarding funeral, wake and memorials; to discreetly obtain the information about the death and circumstances surrounding it, and to offer to help the family with support, contact with community resources, or perhaps tangible help like driving, food, babysitting, or talking to siblings. The family liaison person should be educated about helpful and unhelpful responses to grieving people, be sensitive to family privacy, and use intuition about maintaining some contact with the family during the weeks ahead. The crisis response team may choose one family liaison person for all situations, or a different one may designate for each crisis based on the person's relationship to the deceased student or his / her family.
- 4. Organization of Staff / Telephone Network.** A telephone network using robo-calls or e-Mail notification should be developed wherein each school staff member is called as soon as possible after the incident has occurred, given the brief basic facts, and notified of the time and place of the emergency staff meeting to be held usually before the next school day. Care should be taken to reach not only faculty, but all auxiliary and related personnel as well. Furthermore, selected staff members in schools throughout the district should be notified, particularly in schools attended by siblings or schools from which support staff may be borrowed to help during the crisis.

- 5. Identification of Crisis Consultant.** Despite the expertise and capabilities of school staff, it is recommended that a consultant from outside the school be chosen with whom an agreement is developed to offer assistance to the school in the event of a tragedy. The principal, guidance counselor, or most experienced members of the crisis response team may know the student who has died and thus be personally affected by the death, making it difficult for him or her to play their usual leadership role. Additionally, trained experts in grief or trauma are probably more experienced in coping with tragedy and knowing what helps in time of crisis than most school staff. The role of the consultant should be to assist with or review the postvention plan with the crisis response team, address the emergency staff meeting, generally be available for intervention or feedback during postvention, and to support school staff during the crisis.
- 6. Identification of Community Response People.** Experienced counselors, psychiatrists, clergymen, psychologists, or social workers from the community should be identified and contacted ahead of time to ascertain their availability and willingness to help in one or both of two ways: first, to come to the school on the day after the tragedy and be available to talk with students needing support or counseling; and second, to agree to see professionally and immediately (or as appropriate) students or staff referred by the school. Lists of these professionals should be clearly posted in school on the days following the death(s).
- 7. Develop Suggestions for Classroom Discussion.** During either the homeroom or first class period, whichever is longer, each teacher should announce to the students what has happened, give the pertinent facts about the tragedy in a low key, unsensational manner, describe the schedule for the day, and mention the people and places in school where help is available. The purpose is to ground the students in reality, reduce rumors and gossip, provide an accurate basis for discussion and grieving, and assure the students that help is here if they need it. Once the students are informed, the teacher should allow for and facilitate a discussion encouraging students to share their reactions, thoughts, and feelings to what has happened, recognizing that, while many students will have heard about the death before, others may not know until the teacher announced it.
- 8. Identification of Crisis Center and Counseling Room.** One room with a telephone needs to be set up as a general headquarters and information center. Someone (perhaps the principal's secretary, the media liaison person, or a member of the crisis response team) should be designated to be in that room at all times during the day after the tragedy to relay information and answer questions on how to locate the principal, superintendent, school nurse, school psychologist, crisis response team, etc.
- 9. Formulation of School Policy on Funerals.** Wakes, funerals, and other rituals around death usually serve a useful purpose in acknowledging and accepting the death, beginning the grieving process, and letting people know they're not alone. The crisis response team needs to formulate a school policy on funerals which addresses questions like: Will the school be closed for the funeral? Will staff and / or students be given permission to attend the funeral? Will notes from parents be required for students to attend the funeral or memorial service? Will the school provide bus transportation to the funeral? Will students absent the day of the funeral be penalized? How will teachers who insist on having a test on the day of the funeral be handled? Will any in-school memorial services be held?
- 10. Formulation of Policy on School Memorial.** The crisis response team, perhaps in conjunction with student leaders, needs to formulate a policy on what sort of memorial is

appropriate to pay tribute to the person who has died. Will the flag be flown at half-mast? Will a special page be set aside in the yearbook and who will write it? Will parents be consulted about a memorial? Does the class of the student who died want to establish a scholarship in the student's memory? Will a special event like a swim meet, school play, or class day be dedicated to the deceased student? Will a plaque be placed in the school? Will a tree be planted in the student's name?

- 11. Interface with Student Leaders.** Postvention is best handled by the school staff and community people, but the crisis response team should consider what role student leaders could play. Should there be a student member on the crisis response team? If there is a peer counseling program established, how will peer counselors be involved in the aftermath? This is not to say that student leaders should have a role in postvention; rather it is to ask the crisis response team to consider whether they should, and if so, in what way
- 12. Availability of Readings on Death.** Many people affected by death find great comfort or help in reading about the grieving process, other people's experience with death, death itself, or suggestions on how to be helpful to their friends in a time of crisis. Accordingly, the school librarian should be prepared to place on an easily accessed table or counter a number of books or pamphlets on death, grief, and earthquakes to be readily available for those students and staff who may find them helpful.
- 13. Plan for Calling in Substitute Teachers.** Owing to their own grief or personal difficulties with death, some teachers may be unable to function normally, let alone help with student reaction. This coupled with the difficulty in predicting the extent of student needs leads to the suggestion that the crisis response team develop a plan for calling in a number of substitute teachers who will be available to fill in, in whatever ways the day's events dictate. Perhaps they won't be needed, but their presence will allow flexibility in use of school resources to meet student needs.
- 14. Plan for Morning-After Staff Meeting.** The school day following the tragedy should begin with an emergency meeting of all school staff, teachers, custodians, nurses, counselors, administrators, substitute teachers, cafeteria workers, resource room volunteers, etc., and including the community resource people. Thirty to forty-five minutes should be allowed for this meeting, which should take place before the normal start of the school day. The meeting has two purposes, the first handled by the building principal, the second by the crisis consultant.
- 15. Identification and Contact with At-Risk Students.** Through the telephone networking and other channels, the crisis response team should make an intense effort to identify two kinds of at-risk kids: boyfriends, girlfriends, and close friends of the dead student; and students who are known to be depressed, under great stress, or readily set off for other reasons.
- 16. Drafting a Letter for Parents.** During the school day a letter to parents should be drafted so it can be sent home with the students. The letter should sensitively and succinctly state what has happened, how the school has responded thus far, plans the school has for the coming days, suggestions on being especially aware of and supportive to their child, names and phone numbers of community resources to call for information or help, and an announcement of the parent / community meeting.

- 17. Plan for After-School Staff Meeting.** At the close of the first school day after the tragedy, a second staff meeting should be held for all school staff. The meeting may be led by the principal or the crisis response team. The purpose is to review the day's events, attending to what went well and what didn't, identifying which students' staff are most worried about and how to help them, making any needed adjustments in the postvention plan, enunciating continuing postvention plans, and allowing staff to raise questions for the crisis consultant or response team.
- 18. Plan for Evening Parent / Community Meeting.** Plans for a parent / community meeting to be held a day or two after the funeral should be formed by the crisis response team. Experience shows that such a meeting may be more important in a small or isolated community. The principal, crisis response team, and crisis consultant should speak at the meeting with the crisis consultant bearing the brunt of the load and emphasizing what to expect during the grieving process and how to be helpful to students and adults affected by the earthquake. While such a meeting is not essential, it usually is helpful to community people even if not directly affected by the tragedy and allows the school to perform a constructive community service.
- 19. Plan for Postvention Evaluation.** After the crisis is over, usually a few weeks following the tragedy, there will still be some students and perhaps staff who will be grieving deeply and need support or counseling for some time to come. However, for most of the school, life will be more or less back to normal. During the time after the crisis, the crisis response team needs to organize a meeting of those staff most directly involved in postvention to discuss and evaluate the postvention process. Prior to the meeting, feedback should be solicited from other people who were involved in postvention. This information can be fed into the postvention evaluation meeting. Of course, the purpose of the meeting is to ascertain what worked well and what didn't, what modifications in the postvention plan are needed, and to thank or give feedback to those who helped the school cope with the crisis.

C. RECOVERY OPERATIONAL CHECKLIST

Recovery from any type of emergency is a vital step in the whole process of planning for an emergency. *Steps to be taken include but not limited to:*

1. Assess the degree of support needed.
2. Notify BOCES in order to activate County Crisis Plan (if necessary)
3. Designate a person to handle crowd control.
4. Gather staff together before dismissal for the day in order to provide an update.
5. Meet with the Central Office (and Board members, if appropriate) to review the incident and plan for the next day.
6. Assign a district spokesperson to deal with the media.
7. Assess the needs of the community, e.g. community meetings to disseminate information contacting PTO's to provide food and babysitting services for affected families.
8. Provide an early morning debriefing meeting for the next day for all the support service providers and appropriate internal staff.
9. Assign counselors to buildings.
10. Assign staff members to visit hospitals: e.g. nurses.
11. Provide a press release (if appropriate). Monitor needs as the day progresses and modify accordingly. (e.g. If a student is critical and should die during the school day).
12. Assess the need to bring in additional experts to determine need for ecumenical services.
13. Determine the need to designate individuals to attend funerals.
14. Continually appraise key people of the status of the situation as it changes.
15. Hold an end of day session with counselors and staff to assess needs for the next day. Repeat this process of holding meetings in the morning and at the end of the day. Hold Meetings until it is determined the crisis stage is over. Anticipate long-term effects on children, staff and community. The initial crisis may give you an inaccurate read of the needs of your district since people are in shock.

D. COUNTY OF ORANGE COUNTY-WIDE RESPONSE PLAN TO SUDDEN CHILD / ADOLESCENT DEATH

INTRODUCTION

The Tragic phenomenon of sudden child / adolescent death has, in recent years, represented a significant social problem for many school communities throughout the county. Unfortunately, several regional and county area school districts have also experienced child / adolescent suicides and deaths from other causes. Recently, educational leaders throughout the Orange-Ulster BOCES area have recognized the need for an organized approach on a County-Wide basis to deal with this potential crisis situation. In deference to such concern, Orange-Ulster BOCES has organized an alliance of local educational and public mental health professionals for the purpose of developing a County-Wide Response Plan to Sudden Child / Adolescent Death. The result of this “Response Plan” is to offer local school districts the opportunity to receive supplemental support personnel for one or two days and to provide procedural guidelines should the unfortunate case of sudden child / adolescent death occur.

The County-Wide Response Plan to Sudden Child / Adolescent Death contains the following two provisions:

1. The “Response Plan” establishes a County-Wide Crisis Team consisting of professionals from local school districts and from the Orange County Department of Mental Health. These dedicated individuals are offering their experience and expertise with the support of their respective superintendents of schools on a request basis to local school districts during a time of crisis. School districts without sufficient experience in dealing with the delicate issue of child / adolescent death, or in need of additional staffing, required to implement a response plan, may contact the Orange-Ulster BOCES to request expertise and assistance. Support may be in the form of consultant services or direct intervention as determined by a requesting district.
2. The “Response Plan” presents specific Preparatory and Procedural Response guidelines that school districts may follow in the constructive treatment of a sudden death crisis within their districts.

SPECIFIC RESPONSE TO SUDDEN CHILD / ADOLESCENT DEATH

Preparatory (before sudden child / adolescent death) actions should include:

1. School districts designate which in-district clinical support staff (psychologist, social workers, guidance counselors, etc.) will be assigned as a Crisis Team Members, to each building in the district should a crisis occur.
2. School Principals designate the potential locations of crisis centers.
3. School districts should project the extent of their need for support from the county-wide crisis team prior to a crisis situation.
4. School districts designate in advance, which building staff member will serve as an assistant organizer / decision maker during the time of crisis.
5. School districts designate a primary spokesperson to deal with the media.

Procedural (after sudden child / adolescent death)

ALERT DAY

1. Student found dead of an apparent suicide. This usually occurs after school hours or on weekends.
2. District representative (school principal, central office administrator, psychologist) contacts Crisis Team members (in-district) as soon as possible.
3. District representatives contact the Chief Operating Officer or Deputy Superintendent of Orange-Ulster BOCES, requesting assistance from the County Wide Crisis Team.
4. Local Chief Operating Officer contacts and confirms the district professional who is the designated primary spokesperson to deal with the media.
5. Building principal contacts and confirms as assistant organizer / decision maker to facilitate the response plan in the school building that has been affected.
6. Building principal or crisis team member in the building where sudden death has occurred contacts crisis team members in other district schools. This is important to provide support for siblings, relatives and close friends in other schools.
7. Building principal designates an individual who will have primary responsibility for answering parent questions.
8. Building principal activates the telephone chain to announce a faculty meeting prior to opening the school on the next day.

DAY ONE (IN SCHOOL)

Early morning faculty meeting is held with several purposes:

1. Principal reviews the known facts of the case in order to establish a common reference base and to dispel rumors.
2. Principal introduces crisis team members; reviews special schedule for the day, and communicates the location of the “crisis centers”.
3. Crisis team members describe the feelings which students may be experiencing and suggest how the teachers might handle them. Time is allowed for questions and dealing with the feelings of the staff. Some staff may be particularly upset and require additional support.
4. Guidelines are provided for helping any students who are upset and for having them escorted to one of the crisis centers set up in the building (guidance office etc.) Faculty should identify close friends of the deceased and other high need students for potential follow-up.
5. Teachers are encouraged to allow students in their classes’ free expression of grief. The guiding principle is to return to normal routine as soon as possible within each class and within the school. School-wide assemblies or memorial activities are discouraged. Students (individually) should be allowed time needed to express grief. Not all students will recover at the same rate, even those who have no close relationship to the individual.

6. The Teachers are asked to dispel rumors wherever possible, and to discourage any “glorification” of the event. For example, if a student is heard to say “I wouldn’t have the guts to kill myself.” The teacher can respond, “We all care for the individual and his / her family, but suicide is not really a brave act”. It is far more courageous to go on living and to face your problems each day as you and I do.
7. The principal and / or guidance counselors and clinical staff may meet with each grade either by individual homerooms or by total grade (if possible) in order to:
 - a. Review the known facts and to dispel rumors.
 - b. Demythologize the act. (This is not heroism or a media event. It is a real concern for the family.)
 - c. Inform student and staff of the location and role of the crisis center.
 - d. Encourage students to express their reactions in whatever way is appropriate for them. (All responses are acceptable, from severe upset to no reaction whatsoever)
 - e. Discuss possible feelings of guilt or feelings of responsibility.
 - f. Discuss possible fears for their own safety and that of their siblings and peers.
 - g. Ask students to be supportive of one another and to escort any friend who is upset to a teacher or the crisis center.
 - h. Reassure students that any adult in the building is available to help.
8. Telephone calls are made to parents of individual students who are particularly upset during the day. The crisis team will collaborate to determine which parents are called. The telephone contact is ideally handled by clinical staff that can explain the student’s reactions to the parents. The person should give appropriate advice as to how the parents should handle their son / daughter. Some parents may be asked to pick up the student at the school.
9. All building staff are assembled after school to:
 - a. Allow for the expression of feeling and mutual support. (After a full day of dealing with their own emotional responses and that of their students, the teachers are generally quite drained).
 - b. Review the events of the day.
 - c. Review the characteristics of high need students (those who seem especially upset or depressed or show other signs of not dealing well) and compile a list, based on staff observations, of individual student reactions during the day.
 - d. Announce funeral arrangements and encourage staff to attend, in order to provide support to students and their families.

FOLLOW-UP ACTIVITIES

The Crisis Team shall suggest follow-up activities to the building principal and superintendent of schools that shall determine the most appropriate course of action. It is further suggested that staff be reminded that there is one media contact person. Considerations include:

1. Outside consultants may be called upon. At this point it may be helpful to have “outside” professionals because they are not emotionally involved and can therefore provide objective support and direction; some of the services they can provide are:
 - a. Recommend to parents, private evaluations for “high-risk” students.
 - b. Speak at a general faculty meeting on the issue of adolescent suicide, identification, prevention, response.
 - c. Conduct evening informational meetings for all concerned community members.
2. Guidance and clinical staff continue meeting with individual students and small groups to provide support and to further identify “high risk” students and faculty.
3. Contact all parents of students identified as “high risk” to express concern and to suggest possible follow-up evaluation by informing parents of community and Orange and Ulster County resources available.
4. Outside consultant and school staff may conduct an evening meeting of all concerned parents to answer questions and allay concerns
5. Guidance and clinical staff continue crisis intervention, answer phone calls of anxious parents and meet with concerned staff.
6. The principal; and Chief Operating Officer will determine whether letters should be sent to parents of “high Risk” students reminding them to seek a private or community professional evaluation, in order to insure the health and safety of the child, (Return receipt mail is suggested.)
7. “School / community Steering Committee” can be formed and can plan a meeting of the teenagers of the town.
8. “Front-line” staff that have been dealing directly with the crisis should meet with a consultant for expression of feelings and mutual support. (This is a very necessary ingredient).

CLOSING COMMENT:

An outside support consultant can help the superintendent, principal and other key coordinators to examine their own view of the situation and at the same time, validate key responsibilities toward children, teachers, parents and / or the community as a whole.

ADDENDUM – EVENT WITH MULTIPLE CASUALTIES (MCI)

INTRODUCTION

The County-Wide Response Plan was developed to provide guidelines for school administrators and clinical personnel in preparing for and reacting to the sudden death of a student, faculty member or staff member. This plan provides strength and guidance during events on a large scale. It was felt that an addendum should be added which would incorporate the knowledge gained by the individuals who dealt with the aftermath of these tragedies. The process of identifying the “what to do has taken many individuals back to a circumstance they would do anything to prevent. They have given of themselves to develop this addendum in the hope that no one will ever need to use it. However, should a disaster occur again, they hope their experience will serve to guide staff, students and families through the crisis.

Large-scale disasters take many forms and each presents unique situations and needs. At the time of the event, immediate emergency procedures must be given priority in order to cover medical and safety concerns. The provisions of mental health support personnel to respond to and care for traumatized individuals within the school community is the focus of the Crisis Response Plan. This addendum identifies procedures for obtaining crisis support personnel by temporarily reassigning local school county and state employees to the site during the crisis period. The goal is to assess needs, provide services and resume normal operation as quickly as possible. It should be noted, however, that major disasters may require two to five years before school functioning returns to normal.

SPECIFIC RESPONSE TO AN EVENT WITH MULTIPLE CASUALTIES

Pre-Crisis Planning

Schools need to be prepared to respond effectively in the event of a major school disaster. To this end, the following recommendations are offered:

1. Each school district should develop, review and annually revise a district-wide Emergency Management Plan and a Crisis Response Plan. Building administrators should annually review with staff the main components of these plans, including personnel assignment.
2. Key district and building personnel should receive professional in-service training as identified below:
 - a. Key administrators and crisis coordinators should be trained in how to prepare for disasters and in procedures for responding to disasters.
 - b. Key administrators, pupil personnel service staff and other designated responders should be trained in crisis intervention techniques.
 - c. Key administrators, pupil personnel service staff and other designated responders should be trained to provide grief counseling and long-term clinical services for Posttraumatic Stress Disorder.

3. District administrators should plan a communication mechanism to maintain control of the communication process. Methods and time frames should be established to convey information to various audiences, staff, students, parents, BOCES, other districts, board members, State Education Department, physicians, clergy, general public and media.
4. District administrators should develop lists of resources which may be called upon in the event of a crisis, e.g., volunteer service agencies, physicians, clergy, private security companies, State and County resources, insurance contacts, press contacts.
5. District administrators and / or pupil services personnel should develop a library of crisis-related materials for parents, teachers, counselors, clinical personnel and community members.

THE DAY OF THE DISASTER

The Chief Operating Officer, District Emergency Coordinator and / or designees(s) will need to:

1. Call 911 - Notify the Orange County Emergency Services Center and report a Mass Casualty Incident. Orange County Emergency Services will activate the Orange County Mass Casualty Incident Plan.
2. Assess the damage and the amount of support needed.
3. Notify the Chief Operating Officer to activate the County-Wide Response plan. The Chief Operating Officer will need to know:
 - a. The nature and extent of the disaster (numbers of students involved).
 - b. The approximate number of Crisis Team members needed (assess-high)
 - c. The type of Crisis Team members needed, e.g., school psychologists, social workers, nurses.
4. Organize school personnel to quickly respond to the disaster by assigning staff to committees to provide the services listed below. These committees should meet daily throughout the crisis phase in order to:
 - a. Coordination – Assign personnel to coordinate the intervention effort, establish working committees and advise district administration about needs and status of services.
 - b. Notification of Parents – Assign personnel to a calling committee to inform parent(s) or Guardians about the disaster and related procedures. (e.g. bussing, pick up of children, school closing and support services that will be provided.
 - c. Release of Students – Assign personnel to set up a temporary shelter area, identify procedures for release of students to parents and monitor release of students to parents.
 - d. Counseling and Direct Intervention – Assign staff and temporary personnel, assigned through the County-Wide Response Plan to provide direct intervention to affected individuals. A team leader from the district should coordinate assignments, brief staff and temporary personnel and provide information to the coordinating committee.

- e. Media Control – Assign a person(s) to prepare sample press releases, identify a media center, direct media away from the crisis area until the situation is stabilized, help to conduct briefing sessions, act as a liaison between the crisis area and the press room and establish procedures for photography and / or videotaping.
 - f. Coordinate Volunteers – Assign personnel to coordinate volunteer services such as food, shelter, transportation, babysitting and donations. And to maintain lists of volunteers and services provided.
 - g. Notification of Other individuals – Assign personnel to coordinate a telephone committee to identify siblings, neighbors and other related individuals (e.g. club members or nonpublic students) who may need to be informed of available support services.
5. Designate an official spokesperson (usually the Chief Operating Officer) to deal with the press.
 6. Obtain additional crisis intervention support personnel from sources such as County, State, and State Police if needed.
 7. If students or staff are hospitalized, assign Crisis Team members to the hospitals(s) to work with families, students, faculty and staff as needed.
 8. Close school in the affected building or district-wide if needed. Notify the media of closing, following established district procedures.

Note: *The integrity of the building may need to be determined by a structural engineer prior to occupying the building.*

9. Identify counseling support areas. Large areas should be provided for food and general talk:
small intimate areas should be provided for private discussions

Note: *Traumatic experiences cause people to forget information, retain only pieces of information or confuse facts, therefore, important information will need to be replaced frequently.*

10. To promote continuity and structure, develop and distribute the following materials:
 - a. Crisis Team assignment rosters which lists name, organization, home phone, length of time available and assignment should be distributed to the Crisis Team and Building Administrators.
 - b. A Crisis Plan overview which describes the response plan and the role of the support services should be distributed to the Crisis Team.
 - c. Building floor plans should be distributed to the volunteer workers and the Crisis Team.
 - d. Lists of community resources and phone numbers should be distributed to the Crisis Team and volunteer workers.
 - e. Copies of materials about describing reactions and how to cope with a crisis should be available for faculty members and parents.

- f. Copies of clinical materials about crisis, expected reactions, Post-traumatic Stress Reaction, etc. should be made available to counselors and the Crisis Team.
- g. Copies of forms to be used to identify “high risk” individuals who appear to be suffering a traumatic reaction should be distributed to the Crisis Team.

THE DAY(S) AFTER THE DISASTER

The Chief Operating Officer, Deputy Superintendent, Building Administrator and / or other individuals designated by the Chief Operating Officer may need to coordinate long-term crisis needs. Following are suggested activities which will provide this support.

1. Cancel regular classes on the day(s) following a disaster if needed. The Crisis Team should be available to meet with parents, students, and staff at the affected site or another designated site. Provide childcare services. Teachers should be available (in their classrooms, if possible) to provide a sense of “normalcy” and support.
2. Develop Press Releases as needed.
3. Maintain complete rosters of:
 - a. Crisis Team members – name, district or agency affiliation, address, home and work phone numbers and the length of time available.
 - b. Volunteer workers – name, home and work phone numbers, service provided and date. These rosters can be used to generate thank you letters.
4. Determine the need for attendance at funerals, arrangement of memorial or ecumenical services and provision of counseling services.
5. If students or staff are hospitalized, daily hospital visits by teachers and administrators are advised.
6. Determine the need, nature, content, timing and location of public meetings(s) to review the disaster, describe crisis intervention, insurance and other responses, and allow structured community comment. Obtaining an outside expert on disaster trauma may be advisable: a “neutral” expert may help to diffuse some of the emotion surrounding the incident.
7. Arrange for direct billing to the insurance company or school to avoid billing the families of injured students.
8. Conduct regular briefing meetings with administrators, Crisis Coordinating Committee, Crisis Team leaders, Crisis Team members, teachers and staff (this should be continued daily throughout the crisis phase). The focus of these meetings should be to:
 - a. Provide current information regarding the event such as medical conditions of the injured, funeral arrangements for the deceased, role of the Crisis Team members, role of district staff, daily response plan and overall Crisis Response Plan.
 - b. Distribute materials (items b. e, f and g above) as needed.
 - c. Announce daily Crisis Team Assignments:
 - d. Review organization and communication chain.

- e. Provide daily contact with coordinating agencies to define needs and roles of support personnel.
- f. Determine a need for teacher substitutes.
- g. Share information about perceived student, staff and community needs.
- h. Provide a mechanism for interaction among teachers, support personnel and clinical staff.

Note: *It is important that the Principal retains control and authority in the building: students, faculty, parents and the community will look to the Principal for leadership and stability. Other Administrators and the Crisis Coordinating Committee should support the Principal's role, providing direction and advice to him / her as appropriate. If possible, the Principal should make personal daily contact with injured students and families.*

Personnel who have been directly involved in the disaster may be traumatized: additional support and / or temporary relief from decision making processes may be needed.

9. Provide follow-up counseling sessions for staff, faculty and transportation personnel, emergency members as needed.
10. Obtain trauma counselor to debrief traumatized teachers, students, support personnel and community members.

LONG TERM RESPONSE

By the second or third day of the crisis, district personnel should be assigned by the Chief Operating Officer and Building Administrator to:

1. Meet with the Crisis Coordinating Committee to determine long-term needs.
2. Arrange for replacement counselors, if needed.
3. Arrange for long-term clinical personnel (District, County, State, Private) to be available for intervention or referrals.
4. Identify high-risk individuals and arrange for continued support services.
5. Designate an individual to document and summarize the Crisis Response efforts in a written report.
6. Review staffing patterns in anticipation of increased mental health needs in the school(s) and community.
7. Meet with representatives of mental health intervention resources to ensure that the "handoff" from the crisis phase to the long-term phase is organized, defined and efficient.
8. Formally acknowledge in writing the voluntary contributions of all personnel engaged in the crisis response effort.

DISASTER MENTAL HEALTH SERVICES

Orange-Ulster BOCES 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.

SECTION V: APPENDICES

APPENDIX 1: ORANGE-ULSTER BOCES SITES

ORANGE-ULSTER BOCES SITES.	
BUILDING	
Emanuel Axelrod Special and Alternative Education Center 53 Gibson Road Goshen, NY 10924	Middle Hope ES 62 Overlook Drive Newburgh, NY 12550
Career & Tech Center 39 Gibson Road Goshen, NY 10924	Including Communities 129 West Main St Goshen, NY 10924
Administration Building 53 Gibson Road Goshen, NY 10924	Goshen Main Street 227 Main Street Goshen, NY 10924
Resource Center Building 43 Gibson Road Goshen, NY 10924	Chester Academy 64 Hambletonian Ave Chester NY 10918
Regional Education Center at Arden Hill 4 Harriman Drive Goshen, NY 10924	Minisink Valley HS & MS 2320 Route 6 Slate Hill NY 10973
Newburgh Adult Learning Center 1 Washington Center Newburgh, NY 12550	Warwick Sanfordville ES 144 Sanfordville Rd Warwick, NY 10990

APPENDIX 2: LAW ENFORCEMENT PLAN DISTRIBUTION LIST

Annually Orange-Ulster BOCES files the Building-Level Emergency Response plans with the local law enforcement agencies as well as the NYS Police through the web portal. Local law enforcement agencies that receive our plans are.

- Orange County Sheriff's Office
- Town of Goshen Police Department
- Town of Newburgh Police Department
- Village of Goshen Police Department

APPENDIX 3: MEMORANDA OF UNDERSTANDING OR AGREEMENTS RELEVANT TO THE DISTRICT-WIDE SCHOOL SAFETY PLAN

FIRST AMENDED AND RESTATED MUNICIPAL COOPERATIVE AGREEMENT BETWEEN COUNTY OF ORANGE AND

ORANGE-ULSTER BOARD OF COOPERATIVE EDUCATIONAL SERVICES FOR THE PROVISION OF DEPUTY SHERIFFS

THIS FIRST AMENDED AND RESTATED MUNICIPAL COOPERATIVE AGREEMENT ("Agreement"), effective as of the 1st day of August, 2018, is entered into by the **COUNTY OF ORANGE**, a municipal corporation organized and existing under the laws of the State of New York, with offices at 110 Wells Farm Road, Goshen, New York, 10924 ("County"), by and through its Orange County Sheriff's Office ("OCSO" and OCSO may be included in references to County), and **ORANGE-ULSTER BOARD OF COOPERATIVE EDUCATIONAL SERVICES**, a municipal corporation organized and existing under the laws of the State of New York, with offices located at 53 Gibson Road, Goshen, New York, 10924 ("BOCES") and supersedes, replaces, and terminates that certain Municipal Cooperative Agreement between the County and BOCES, dated June 1, 2016 ("2016 Agreement"). The County and BOCES are hereinafter individually referred to as a "Party" and collectively, the "Parties."

WHEREAS, BOCES is desirous of obtaining the services of Deputy Sheriffs employed by the County on a part-time basis to promote the goals and objective set forth herein ("School Safety Program"); and

WHEREAS, the County is willing to provide such services on the terms and conditions set forth in this Agreement;

NOW THEREFORE, in consideration of the mutual provisions and covenants recited herein, it is hereby agreed by and between the County and the BOCES as follows:

1. **INCORPORATION OF RECITALS.** The Recitals set forth above are true and correct and are hereby incorporated into this Agreement as if set forth at length herein.
2. **GOALS AND OBJECTIVES.** BOCES and County, in conjunction with the OCSO, establish the following goals and objectives for the School Safety Program:
 - a. To assist in maintaining a safe campus environment that will be conducive to learning at the BOCES' campus (es);
 - b. To create unity between law enforcement and BOCES officials;
 - c. To improve relationships between law enforcement, school, community and the students of BOCES;
 - d. To serve as consultants to BOCES' staff, parents, and students on safety matters, and any other matters that will provide a better environment for BOCES' students and teachers to pursue their respective tasks; and

- e. For law enforcement to serve as role models for BOCES' students.

3. **PROVISION OF DEPUTY SHERIFFS.**

- a. **PROVISION OF DEPUTY SHERIFFS.** On the terms and conditions set forth in this Agreement, the County, through OCSO, will provide a sufficient number of part-time Deputy Sheriffs necessary to provide coverage at the following BOCES campus(es) during the September through June school year annually ("School Year") and/or the extended school year of July through August ("Extended School Year"):

CAMPUS NAME	ADDRESS	SCHOOL YEAR (check if applicable)	EXTENDED SCHOOL YEAR (check if applicable)
BOCES Special Education Goshen Campus	53 Gibson Road Goshen, New York 10924	<input type="checkbox"/>	<input checked="" type="checkbox"/>
BOCES Regional Education Center at Arden Hill	4 Harriman Drive Goshen, New York 10924	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BOCES Career and Technical Education Center	53 Gibson Road Goshen, New York 10924	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BOCES Chester Learning Center	3 Maple Avenue Chester, New York 10918	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- b. **NON-EXCLUSIVITY.** The Deputy Sheriffs participating in the School Safety Program may perform other duties for the County and/or OCSO when not participating in the School Safety Program.
- c. **QUALIFICATIONS.** Those Deputy Sheriff's participating in the School Safety Program shall be sworn Deputy Sheriffs, and possess the requisite knowledge, experience, training, education, appearance, attitude, communications skills and demeanor.
- d. **SELECTION.** The Deputy Sheriffs participating in the School Safety Program will be chosen by the Orange County Sheriff (or his/her designee) and subject to removal for cause on mutual agreement of the School District and the OCSO in accordance with the terms and conditions of this Section 3(d). If the Superintendent of BOCES (or his/her designee) is dissatisfied with the performance of a Deputy Sheriff's performance of his/her duties and/or responsibilities hereunder, BOCES' Superintendent shall notify the Orange County Sheriff (or his/her designee) and request a meeting to discuss the basis of the dissatisfaction. If the issue(s) raised by BOCES' Superintendent are not satisfactorily resolved during this meeting, the Superintendent of BOCES, or his/her designee, may request that the Deputy Sheriff be reassigned and request that another individual be assigned to serve in that position, which request will be accommodated if the OCSO's staffing can accommodate such reassignment; otherwise School District may terminate this Agreement for

convenience in the manner provided for in Section 15(b) hereof.

- e. EMPLOYMENT STATUS; DISCIPLINE; CHAIN OF COMMAND OF DEPUTY SHERIFFS. The Deputy Sheriffs participating in the School Safety Program are employees of the County and remain responsive to the OCSO chain of command. Deputy Sheriffs participating in the School Safety Program are governed by Office Rules and Regulations relating to Orange County Deputy Sheriffs. The Orange County Sheriff (or his/her designee) will oversee all issues of discipline and hear all complaints regarding the individuals serving as a Deputy Sheriff in the School Safety Program. The County and OCSO shall continue to possess all authority with respect to the Deputy Sheriffs' employment status, civil service laws and the governing collective bargaining agreement(s).
- f. EMERGENCY REASSIGNMENTS. In the event of an emergency, in the sole and absolute opinion of the Orange County Sheriff (or his/her designee), the Deputy Sheriffs participating in the School Safety Program may be temporarily reassigned by the OCSO.
- g. USE OF PHYSICAL FORCE. In the event that a Deputy Sheriff, during the course of his or her duties, is involved in an incident in which he or she uses physical force with regard to any student, staff, or visitor, the County's "Use of Physical Force Policies and Procedures" (a copy of which will be annexed to this Agreement) will be accessed and utilized, if necessary, to make a determination as to the appropriateness of such force by the Deputy Sheriff. This subparagraph shall in no way supplant or otherwise be construed to preclude the BOCES from fulfilling its obligations under Article 23-B of the New York State Education Law with regard to determinations regarding allegations of child abuse in the educational setting.

4. DESIGNATION OF SINGLE POINTS OF CONTACT.

- a. BOCES SINGLE POINT OF CONTACT. BOCES hereby designates the following individual as the BOCES' administrative single point of contact ("BOCES SPOC") for recordkeeping communications under this Agreement as contemplated in Section 7 hereof:
 - i. BOCES SPOC:
 - 1. Name: Lilia Abbamonte
 - 2. Email: lilia.abbamonte@ouboces.org
 - 3. Phone: 845-291-0100 ext. 10161
- b. OCSO SINGLE POINT OF CONTACT. The OCSO hereby designates the following individual as the OCSO's administrative single point of contact ("OCSO SPOC") for recordkeeping communications under this Agreement as contemplated in Section 7 of this Agreement:
 - i. OCSO SPOC:
 - 1. Name: Shirley Brewer, Confidential Secretary
 - 2. Email: sbrewer@orangecountygov.com

3. Phone: 845-291-7697

5. **COMPENSATION OF DEPUTY SHERIFFS BY COUNTY.** The County shall pay the Deputy Sheriffs who participate in the School Safety Program all wages and/or fringe benefits earned by them as evidenced by records maintained in accordance with Section 7 of this Agreement together with all taxes and other government mandated charges related to those wages and fringe benefits, if any. At all times during the Term (as defined in Section 14 hereof), the County shall be the sole employer of the Deputy Sheriffs. As the employer, the County will: (i) maintain all necessary personnel and payroll records for the Deputy Sheriffs; (ii) calculate their wages and withhold taxes and other government mandated charges, if any; (iii) remit such taxes and charges to the appropriate government entity; (iv) pay net wages and fringe benefits, if any, directly to the Deputy Sheriffs; and (v) provide workers' compensation, disability insurance, unemployment insurance and other insurance coverage to the extent and in such amounts as required by law or contract. The County shall inform BOCES within ninety (90) days of any change in the hourly salary of the Deputy Sheriff (s).
6. **BOCES' REIMBURSEMENT OF DEPUTY SHERIFFS' COMPENSATION PAID BY COUNTY AND PAYMENT TERMS.** BOCES will reimburse the County for all costs paid to, or on behalf of, the Deputy Sheriffs that participate in the School Safety Program that are assigned to the BOCES' campus(es), including all wages and fringe benefits, taxes and other government mandated charges related to those wages and fringe benefits. BOCES shall pay the County on any invoices it receives pursuant to Section 7(c)(iii) net thirty (30) calendar days from receipt of invoice from the County.
7. **RECORDKEEPING AND INVOICING.**
 - a. **BOCES CALENDAR.** No later than July 1st annually during the Term of this Agreement (or upon full execution of this Agreement should full execution occur after July 1st of the year in which this Agreement is fully executed), the BOCES SPOC shall email to the OCSO SPOC the BOCES' calendar for the upcoming school year.
 - b. **CHANGES TO BOCES' CALENDAR AND CLOSINGS.** As soon as reasonably practicable, but no later than two (2) business days following a change in the BOCES calendar provided to the OCSO SPOC in accordance with Section 7(a) above, the BOCES SPOC shall notify the OCSO SPOC of changes in the BOCES calendar. Changes in the BOCES calendar include, but are not limited to closings, delays, and/or early dismissals for weather in addition to added or deleted dates of attendance on the BOCES calendar. BOCES acknowledges and agrees that the Deputy Sheriffs participating in the School Safety Program assigned to the BOCES' campus(es) will work an eight (8) hour day unless the BOCES SPOC provides written notice to the OCSO SPOC by email of a change in the calendar as contemplated above. Further, if an event or incident requires the Deputy Sheriffs to remain on campus more than eight (8) hours in a day, the BOCES SPOC will report such activity in an email to the OCSO SPOC within two (2) business days of the day on which the Deputy Sheriff

worked the additional hours.

c. TIMEKEEPING RECORDS.

- i. BOCES Timekeeping. The BOCES shall maintain for its records a timekeeping system, whether it is electronic or manual timesheets, that tracks each Deputy Sheriff's time worked at the BOCES' campus(es).
- ii. Deputy Sheriff Reporting. The OCSO will require the Deputy Sheriffs participating in the School Safety Program to track their hours worked at the BOCES using Excel in a sheet approved by the OCSO, which Excel sheet will be emailed by each such Deputy Sheriff to their immediate supervisor, the OCSO SPOC and the BOCES SPOC on a biweekly basis consistent with the County's payroll periods.
- iii. OCSO Invoicing of BOCES. The OCSO SPOC will invoice the BOCES quarterly in arrears for all costs of the Deputy Sheriffs that participate in the School Safety Program and are assigned to the BOCES, including all wages and fringe benefits paid to said Deputy Sheriffs and all taxes and other government mandated charges related to those wages and fringe benefits, if any as contemplated by Section 5 hereof. Such invoices will be emailed by the OCSO SPOC to the BOCES SPOC.

8. TACTICAL WEAPONS.

- a. ISSUANCE OF WEAPONS. OCSO will equip the Deputy Sheriffs participating in the School Safety Program with tactical weapons. Such weapons will be maintained consistent with the OCSO Office's Rules and Regulations. County will maintain insurance coverage for the tactical weapons. Upon BOCES' written request, the County will provide BOCES with a certificate of insurance evidencing the insurance coverage for the tactical weapons.
- b. DOCUMENTATION RELATED TO TACTICAL WEAPONS. BOCES may request from the County documentation regarding the tactical weapons, which documentation shall not be unreasonably withheld. Loading and unloading of the tactical weapons shall be done only in designated areas by the Deputy Sheriff assigned to that time. The tactical weapons will be examined and cleaned at least once a month. If any problems with the tactical weapons are discovered during that examination, it will be immediately reported to the OCSO and BOCES. A full inspection of each tactical weapon will be conducted annually by a designee of the OCSO to determine its condition, safety and reliability. Any weapon found to be broken, worn or missing parts will be removed from service until repaired or replaced. Documentary proof of said monthly examinations and inspection shall be provided to BOCES upon its written request.

9. TRAINING OF DEPUTY SHERIFFS. OCSO shall provide in-service training to the Deputy Sheriffs participating in the School Safety Program to enable the Deputy Sheriffs to function efficiently. BOCES shall train the Deputy Sheriffs assigned to BOCES' campus(es)

on school policies, Family Educational Rights and Privacy Act (“FERPA”), applicable regulations and procedures all as may be amended during the Term (as such term is defined in Section 14 of this Agreement) of this Agreement, and may provide training in other matters relating to students and their safety.

10. **COUNTY VEHICLES; REIMBURSEMENT.** If BOCES requests a County vehicle for use by the Deputy Sheriffs participating in the School Safety Program at BOCES’ campus(es), BOCES shall be responsible for all costs for the use and operation of such vehicle, which includes, but is not limited to, all costs associated with use, maintenance, fuel, and repairs (“Vehicle Operational Costs.”) All requests for a vehicle for use by the Deputy Sheriffs shall be made by BOCES in writing by email to the OCSO SPOC and are subject to the approval of the Orange County Sheriff (or his/her designee). BOCES agrees to reimburse the County for all Vehicle Operational Costs. Reimbursement for such Vehicle Operational Costs shall be made by BOCES to the County net thirty (30) calendar days from receipt of invoice from the OCSO SPOC.
11. **MATERIALS AND FACILITIES PROVIDED BY BOCES.** BOCES shall provide the Deputy Sheriffs participating in the School Safety Program with the following materials and facilities during the Term (as defined in Section 14 of this Agreement):
 - a. Access to a properly lit private office equipped with a desk with drawers, chair, filing cabinet, office supplies, and a computer with Internet service and email, which office as equipped will only be used only when performing duties in furtherance of this Agreement; and
 - b. A location where files and records may be stored, which location can be locked and secured.
12. **INSURANCE.** The BOCES and County each agree to maintain at all times during the Term (as defined in Section 14 of this Agreement) of this Agreement, at their respective sole cost and expense, a general comprehensive liability insurance policy covering personal injury and property damage in the amount of FIVE MILLION (\$5,000,000.00) DOLLARS. Upon the written request of a Party, the other Party will provide certificates of insurance evidencing such coverage. The County shall furnish the BOCES with a certificate of such insurance (CG 2026) which must list BOCES as an additional insured on a primary and non-contributory basis.
13. **INDEMNIFICATION.**
 - a. **BY THE COUNTY.** To the fullest extent permitted by law, the County shall protect, indemnify and hold harmless BOCES, its employees and agents, from and against any and all liabilities, losses, claims, damages, judgments, penalties, causes of action, costs and expenses (including, without limitation, attorneys’ fees and expenses) imposed upon, or incurred by, or asserted against BOCES, resulting from, arising out of, or relating to the County’s performance of this Agreement, except when such liabilities, losses, claims, damages, judgments, penalties, causes of action, costs and expenses arise solely out of the conduct or omission of BOCES, its employees and agents.

- b. BY BOCES. To the fullest extent permitted by law, BOCES shall protect, indemnify and hold harmless the County, its employees and agents, from and against any and all liabilities, losses, claims, damages, judgments, penalties, causes of action, costs and expenses (including, without limitation, attorneys' fees and expenses) imposed upon, or incurred by, or asserted against the County, resulting from, arising out of, or relating to the BOCES' performance of this Agreement, except when such liabilities, losses, claims, damages, judgments, penalties, causes of action, costs and expenses arise solely out of the conduct or omission of the County, its employees and agents.
 - c. SURVIVAL. The obligations under this Section 13 shall survive any expiration or termination of this Agreement and shall not be limited by any remuneration herein or insurance coverage.
14. TERM. Subject to Section 15 hereof, this Agreement shall be effective for a period of three (3) years commencing August 1, 2018 and ending June 30, 2021 ("Term").
15. TERMINATION.
- a. TERMINATION FOR DEFAULT.
 - i. Default; Opportunity to Cure. If either Party fails to perform, keep or observe any material term, provision, condition, covenant or agreement of this Agreement, the other Party may consider that Party to be in default (unless a Force Majeure causes the failure as contemplated by Section 16(c) of this Agreement) and may assert a default claim by giving the defaulting Party a written and detailed notice of default delivered in the manner provided for in Section 16(a) hereof. Except for a default by BOCES for failing to timely pay any amount when due under this Agreement, which the BOCES shall have ten (10) calendar days after delivery of the written notice of default for non-payment to cure, the defaulting Party will have thirty (30) calendar days after delivery of the notice of default in accordance with Section 16(a) hereof to cure said default. If the default is not curable within thirty (30) calendar days after delivery of the notice of default, the defaulting Party must provide the other Party with a written and detailed cure plan, which plan shall be delivered in the manner provided in Section 16(a) hereof. The defaulting Party will begin implementing the cure plan immediately after delivery of written notice (with delivery being determined in accordance with Section 16(a) hereof) by the non-defaulting Party that it approves the plan. In the event the Parties cannot agree upon a cure plan despite good faith efforts, the non-defaulting Party may deliver in the manner provided for in Section 16(a) hereof a written notice of termination effective ten (10) calendar days from the date of delivery (with delivery being determined in accordance with Section 16(a) hereof).
 - ii. Failure to Cure; Termination for Default. If the defaulting Party fails to cure the default as provided in Section 15(a)(i) above, unless otherwise agreed to in writing signed by both Parties, the non-defaulting Party may immediately terminate this Agreement.

- b. TERMINATION FOR CONVENIENCE. In addition to termination for default as provided in Section 15(a), either Party may, on ninety (90) calendar days prior written notice to the other Party delivered in the manner provided for in Section 16(a) hereof terminate this Agreement at any time for its convenience. In the event BOCES terminates this Agreement under this Section 15(b), BOCES will pay the County all amounts due and owing hereunder through the date of such termination.

16. GENERAL PROVISIONS.

- a. NOTICE PROVISION. Except for those recordkeeping communications exchanged between the BOCES SPOC and the OCSO SPOC as contemplated by Sections 7 and 10 of this Agreement, all notices, consents, demands, requests, approvals, or any other communications required or permitted to be given under this Agreement by one Party to the other Party shall be made in writing, and shall be deemed to have been given on the date of delivery or refusal if personally served on the Party to whom notice is to be given; or on the next business day, if sent prepaid to the Party to whom notice is to be given, by overnight mail from a nationally recognized private courier providing evidence of receipt and properly addressed; or on the third business day after mailing, if mailed to the Party to whom notice shall be given by First Class, Certified Mail, postage prepaid and properly addressed to the following:

If to BOCES:

ORANGE-ULSTER BOCES
53 Gibson Road
Goshen, New York, 10924
Attn: Superintendent

If to County:

COUNTY OF ORANGE
Orange County Sheriff's Office
110 Wells Farm Road
Goshen, New York, 10924
Attn: Undersheriff

With a copy to:

COUNTY OF ORANGE
255 Main Street
Goshen, New York, 10924
Attn: County Attorney

and/or to such other addresses and/or addressees as may be designated by notice given in accordance with the provision of this Section 16(a).

- b. COMPLIANCE WITH LAWS.

- i. Applicable Laws. In connection with the performance of this Agreement, the County and BOCES will comply with all applicable laws, regulations and orders, including, but not limited to, equal employment opportunity laws and regulations, the Fair Labor Standards Act, Education Law, and Labor Law of the State of New York, all as may be amended during the Term.
- ii. Confidentiality Laws. In connection with the performance of this Agreement, the County and BOCES will comply with all applicable federal and state confidentiality statutes, including, but not limited to FERPA, to the same extent that FERPA must be complied with by BOCES. The obligation to preserve the confidentiality of student information shall survive the expiration or termination of this Agreement.
- c. FORCE MAJEURE. A Party shall not be liable for any failure of or delay in the performance of this Agreement for the period that such failure or delay is due to causes beyond its reasonable control, including but not limited to acts of God, war, strikes or labor disputes, embargoes, government orders or any other force majeure event.
- d. NO ASSIGNMENT. Neither Party shall assign, transfer, subcontract, or convey any of its rights, obligations or interests under this Agreement without the prior written consent of the other Party, which consent shall not be unreasonably withheld or delayed. Copies of all documentation pertaining to any assignment, transfer, subcontract, or conveyance of this Agreement shall be provided to the other Party. Any assignment, transfer, subcontract, conveyance, or other disposition without such prior written consent shall be void.
- e. WAIVER. The failure of either Party to insist in any one or more instance upon the strict performance of any one or more of the obligations under this Agreement, or to exercise any election herein contained, shall not be construed as a waiver or relinquishment for the future of the performance of such one or more obligations of this Agreement or of the right to exercise such election, but the same shall continue and remain in full force and effect with respect to any subsequent breach or omission.
- f. SEVERABILITY. In the event any provision of this Agreement shall be or become invalid under any provision of federal, state or local law, such invalidity shall not affect the validity or enforceability of any other provision hereof.
- g. HEADINGS FOR REFERENCE ONLY. Headings and subheadings in this Agreement are included for convenient of reference only and shall not to be considered in construing the corresponding text of this Agreement.
- h. AMENDMENTS. This Agreement may only be modified by mutual consent of the County and BOCES, and any such modification shall be in writing.
- i. GOVERNING LAW; VENUE. This Agreement shall be governed by the laws of the State of New York. Any and all disputes involving this Agreement, including the breach or alleged breach thereof, may not be submitted to arbitration unless specifically agreed

thereto in writing by the Parties, but must instead only be heard in the Supreme Court of the State of New York, with venue in Orange County or if appropriate, in the Federal District Court with venue in the Southern District of New York, White Plains division.

- j. ENTIRE AGREEMENT. This Agreement supersedes, replaces and terminates the 2016 Agreement. This Agreement constitutes the entire agreement of the Parties concerning the subject matter hereof and all previous communications between the Parties, whether written or oral, with reference to the matter of this Agreement, are hereby superseded.

IN WITNESS THEREOF, the Parties hereto have executed this Agreement as of the date set forth below.

COUNTY OF ORANGE

Harold J. Porr III
Acting County Executive

for
By: *Harold J. Porr III*
Stefan ("Steven") M. Neuhaus
County Executive

Date: 4-11-19

**ORANGE-ULSTER BOARD OF
COOPERATIVE EDUCATIONAL
SERVICES**

By: *William J. Hecht*
William J. Hecht
District Superintendent

Date: 03/28/2019

APPENDIX 4: STUDENT BEHAVIOR POLICY

2016

6312

POLICY - STUDENTS

Subject: STUDENT BEHAVIOR

The goal of the BOCES discipline policy is to ensure the right of all students to a productive and safe educational environment in which to learn the social skills appropriate to their development into mature responsible adults accountable for their own actions.

The teacher should resolve any minor behavior problems that arise with students in class.

The Program Director, or his or her designee, other administrative staff and crisis trained support staff are available to the teacher in the event of a serious situation where student behavior necessitates supervisory intervention. Teachers are instructed to contact their supervisor or building administrator immediately in the event of serious student behavior problems and complete necessary documentation.

In crisis situations, where time is essential, the Program Director, administrator or teacher should take whatever action is appropriate to resolve the situation.

BOCES central administration, home school Principal, Committee on Special Education Representative and parents should be notified when an emergency has occurred.

8 NYCRR Section 100.2(1)

Adopted: 7/14/16

APPENDIX 5: AED PROTOCOL AND EVACUATION CHAIR LOCATIONS

Cardiac Science Units (Appendix 5) revision 4

I. PURPOSE:

To establish a protocol for the use of the AED and to assist in the care of the Sudden Cardiac Arrest (SCA) victim.

II. LOCATION OF AED'S:

AED's will be located in each of the student instructional school facilities and selected additional buildings of Orange-Ulster BOCES. The specific location of the AED in a building will be communicated to all faculty and staff members.

III. TRAINING REQUIREMENTS: PERSONNEL AUTHORIZED TO USE AED'S

Each building with AED(s) is to maintain a list of personnel authorized to use the AED. These staff members will have current certification in CPR and use of the AED from an American Red Cross CPR / AED or American Heart Association program or another nationally recognized training organization.

The staff member shall provide BOCES with a copy of their current certification. Training in the use of the AED by the staff shall be voluntary except for the School Nurse Teacher or School Nurse. The use of CPR and the AED in accordance with the training received and approved protocols shall be considered within the scope of the employment of the staff member. The trained and certified personnel present in the building shall constitute the Responder Core Team. In the event that a greater number of staff members respond to an emergency than are needed, the administrator or in their absence the nurse shall determine the Responder Core Team.

IV. INDICATIONS FOR USE – AED:

In the event of an unresponsive individual on the grounds of or in any of the buildings of Orange- Ulster BOCES, the main office in that building is to be notified. 911 should be immediately called. The personnel in the main office shall announce on the building call system that there is a medical emergency at _____ location, students and staff need to remain in place until further notice and anyone on the medical response team should report to the emergency location immediately. At least two members of the Responder Core Team shall go to the announced location of the patient, assess the patient and if necessary begin CPR. At least one other member of the Responder Core Team shall go to the location of the AED and bring it to the scene of the unresponsive victim.

Note: Orange-Ulster BOCES uses both Cardiac Science G3 and Cardiac Science G5 AED's. The New Cardiac Science machines are equipped with interactive pads to give the responder information on compression. The Cardiac Science G5 AED is also an automatic shocking feature built in so a shock button does not have to be pushed.

WARNING!! The Powerheart AED should be used only on a patient who has no circulation:

V. Procedure



1. ASSESS SCENE SAFETY:

Is the scene free of hazards?

Rescuer makes sure there are no hazards to them. Some examples are:

- Electrical dangers (downed power lines, electrical cords, etc.)
- Chemical (hazardous gases, liquids or solids, smoke, etc.)
- Harmful people (anyone that could potentially harm you)
- Traffic (make sure you are not in the path of traffic)
- Fire or flammable gases such medical oxygen, cooking gas, etc.

2. DETERMINE IF PATIENT IS:

UNRESPONSIVE	NOT BREATHING
	

*Apply the Powerheart AED if victim is:

- Unresponsive;
- Non-breathing; and,
- Eight (8) years old and greater.

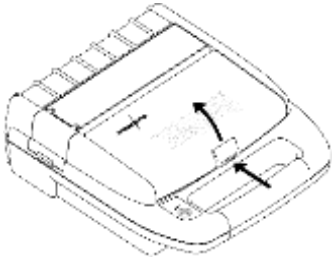
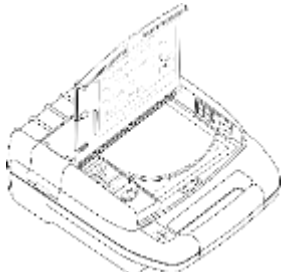
***DO NOT delay therapy to determine the patient's exact age or weight NOTE: When the patient is a child under 8 years of age or weighs less than 55 pounds, the AED should be used with Pediatric Attenuated Defibrillation Pads.*

CALL EMERGENCY MEDICAL SERVICES! **DIAL 911!!**

** Apply the Powerheart AED with caution if victim has:

- Nitroglycerin patch on chest (remove nitroglycerin patch carefully, then apply Powerheart AED); or,
- Implantable pacemaker (pacemaker may interfere with rhythm analysis; do not place electrodes directly over pacemaker).

3. OPEN LID:

A.	B
A. Opening lid “turns on” the Powerheart AED.	B. Wait until the LEDs illuminate.
	

Follow Voice Prompts: The AED will prompt: “Stay calm. Follow these voice instructions. Make sure 911 is called now. Begin by exposing the patient’s bare chest and torso. Remove or cut clothing if needed.”

C	D
C. Remove clothing from the patient’s chest.	D. Ensure that the patient’s skin is clean & dry.
E	
E. Dry the patient’s chest and shave excess hair if necessary.	

4. **PLACE PADS:**

The AED will prompt: “When patient’s chest and torso are exposed, remove square foil package from lid of AED. Tear open foil package across dotted line and remove pads.”

1. Keeping the pads connected to the AED, tear open the package.
2. Remove the pads from the package. Leave the package attached to the pad wires.

The AED will prompt: “Next, separate one of the white pads completely from blue plastic liner. Begin peeling from the tabbed corner.”

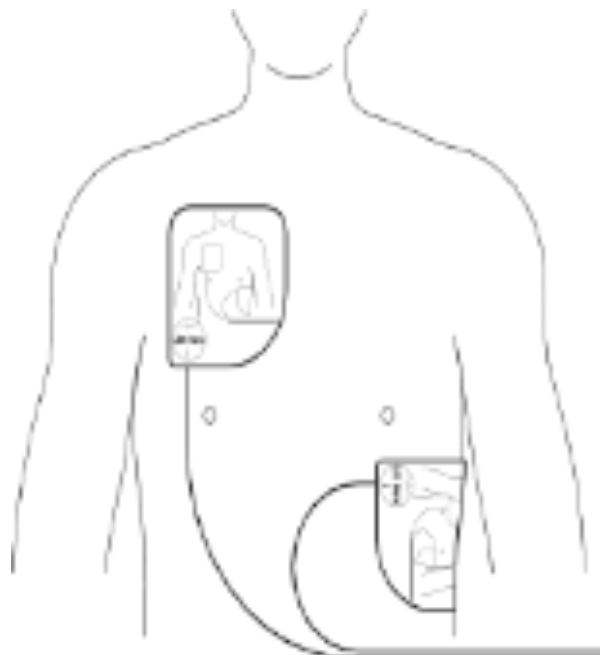
3. With a firm, steady pull, peel one pad away from the blue plastic liner. It does not matter which pad to use.

The AED will prompt: “Firmly place the pad without the liner on the patient.”

4. Place the pad on the bare upper chest as shown.

The AED will prompt: “Next, peel the blue plastic liner off of the second white pad. Firmly place the second pad on the opposite location, exactly as illustrated.”

5. Pull the blue liner from the second pad.
6. Place the pad on the bare lower chest as shown.

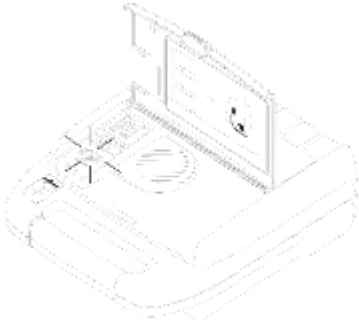


5. ANALYZE THE ECG

The AED will prompt: “Do not touch the patient. Analyzing heart rhythm. Please wait.” The AED begins analyzing the cardiac rhythm of the patient.

1. Do not touch the patient.
2. Wait for the next prompt.

6: DELIVER THE SHOCK



The AED will prompt: “Preparing shock. Move away from the patient.” Ensure that no one is touching the patient.

For the Powerheart AED: When the AED is ready to deliver a defibrillation shock, the shock button flashes. The AED will prompt: “Press red flashing button to deliver shock.”

1. Ensure that no one is touching the patient
2. Press the shock button.

If you do not press the shock button within 30 seconds of hearing the prompt, the AED disarms the charge and prompt you to start CPR.

For the Powerheart AED Automatic: The AED will prompt “Shock will be delivered in three, two, one.” The AED delivers a shock.

1. Ensure that no one is touching the patient.

After the AED delivers the defibrillation shock the AED will prompt “Shock delivered. It is now safe to touch the patient.”

Illuminated SHOCK button

7. **ADMINISTER CPR**

After the AED delivers a shock or detects a non-shockable rhythm, it enters CPR mode.

When the AED prompts: “Place the heel of one hand on center of chest between nipples. Place heel of the other hand directly on top of first hand. Lean over patient with elbows straight. Press the patient’s chest down rapidly one-third depth of chest, then release.



Give the patient chest compressions:

1. Place the heel of one hand on the chest between the nipples.
2. Place the heel of the other hand on top of the first hand.
3. Lean over the patient, keeping your elbows straight.
4. Press the patient’s chest down rapidly one-third the depth of the chest, then release.

The AED will prompt: “When instructed give 30 rapid compressions. Then give two breaths. Start CPR.” “Stop compressions.” “Give breath (repeated).” “Continue with compressions.”

1. Stop the chest compressions.
2. Give the patient two breaths.
3. Give the patient chest compressions, as directed above. Follow the countdown timer on the text display for the number of compressions and breaths.

This cycle continues until the CPR time expires. At the end of CPR, the AED prompts, “Stop CPR”. The AED returns to the ECG Analysis Mode.

If the patient is conscious and breathing normally, leave the pads on the patient’s chest connected to the AED. Make the patient as comfortable as possible and wait for Emergency Medical Services (EMS) personnel to arrive. Continue to follow the voice prompts until the EMS personnel arrive, or proceed as recommended by the medical director.

VI. EMERGENCY HEALTH CARE PROVIDER DIRECTION:

Emergency Health Care Provider Direction for Orange Ulster BOCES will be provided by Garnett Health Medical Center. Medical direction will include the following items:

- Development and review of policies and procedures defining the standards of patient care and utilization of the AED.
- Review of response documentation and rescue data for all uses of any BOCES AED.
- Oversight of the initial and continuing AED training.
- *Provide advice regarding the medical care of those in need of such care.*

VII. QUALITY IMPROVEMENT PROGRAM:

The Orange Ulster BOCES AED Reporting Form must be completed for each use of the AED. The Coordinator of Health and Safety and the Emergency Health Care Provider should review this form. Additionally, the rescue data should be reviewed for appropriate treatment.

VIII. BASIC MAINTENANCE:

Daily

A daily sign-off log will be prepared by BOCES Health & Safety / Risk Management. A log for each AED will be posted by each AED and will be initialed after the status indicator is checked. The Building Administrator will appoint a person, and 2 alternates – one of those would act if the designated person is absent from the building. One of these persons will perform the daily check of the status indicator to ensure it is green. When the indicator is green, the unit is ready for a rescue. If the indicator is red, contact Health & Safety / Risk Management Department immediately at (845) 781-4887.

Annually

The annual maintenance is performed by Health & Safety / Risk Management Department to confirm that the Powerheart AED's Rescue Ready® diagnostics are functioning properly and verify the case and accessory integrity.

IX. REPORTING:

The form on the following page must be completed on all uses of any BOCES AED. The AED Reporting Form is to be faxed by the end of the shift on the day of the use of AED to BOCES Health & Safety / Risk Management at (845) 781-4887.



ORANGE / ULSTER BOCES AED REPORTING FORM

Name of Organization providing PAD: _____

Date of Incident: _____ Time of Incident: _____

Site of Incident: _____

Patient Information:

Name: _____

Address: _____

Age: _____ Gender: Male ☐ Female ☐

Was Cardiac Arrest Witnessed: Yes ☐ No ☐

Estimated time from arrest to first AED shock: _____ Minutes or Unknown ☐

Estimated time from arrest to CPR: _____ Minutes or Unknown ☐

CPR initiated by: Bystander ☐ Staff ☐

Other: _____

Total Number of Shocks Administered to Patient: _____

Name of Transporting Ambulance Service: _____

Transport Ambulance Run Number: _____

Transported to (Name of Hospital): _____

Patient's Outcome at Incident Site (check all that are applicable):

Regained Pulse ☐

Became Responsive ☐

Did Not Regain Pulse ☐

Became Unconscious ☐

Other: _____

Additional Comments:

User's Name: _____ User's Signature: _____

The BOCES Health & Safety / Risk Management will put a replacement AED in use and do the following for the AED used in the event after any AED use:

1. Remove used PC data card and replace it with a new one or download the data from the Powerheart AED. Check and complete data card or the downloaded data with all patient information and attach to incident report.
2. Notify Emergency Health Care Provider * by sending a copy of the AED Reporting Form and the data from the AED
3. The AED Reporting Form is to be faxed to the HVREMSCO ** Office by the end of the day of receiving notification of an AEDs use.
4. Complete student / faculty incident report and forward the report to the Deputy Superintendent's office.
5. Copy of incident report and data card or downloaded information will be maintained by the Coordinator of Health and Safety
6. Restock electrode pads, batteries, razors, gloves and disposable towels. Inspect all supplies for any damage, expiration dates and required replacement.
7. Clean the AED. Inspect the exterior and connector for dirt or contamination
8. Notify staff AED is back in service

Emergency Health Care Provider

Garnet Health Medical Center
707 E Main St.
Middletown, NY 10940
845-333-1000

HUDSON VALLEY REGIONAL EMERGENCY MEDICAL SERVICES COUNCIL, INC.

HVREMSCO
33 AIRPORT CENTER DRIVE
NEW WINDSOR, NY 12553
PHONE (845) 245-4292
FAX (845) 245-4181

Evacuation Chair Locations:

Emanuel Axlerod Special Education

2nd Floor stairwell near room 302

2nd Floor stairwell near room 341

Career and Technology Center

2nd Floor stairwell near elevator

Regional Education Center at Arden Hill

2nd Floor stairwell lobby near technology

227 Main Street Goshen

2nd Floor - Secondary egress stairwell near chair lift

APPENDIX 6: PANDEMIC INFLUENZA PREPAREDNESS PLAN

PANDEMIC FLU

Introduction:

A pandemic is an epidemic that spreads rapidly around the world with high rates of illness and death. Although people are exposed to different strains of the flu virus every year, history has shown that several times each century, entirely new flu strains develop. Because no one has had a chance to develop immunity to the new flu strain, it can spread rapidly and widely. If the changed virus causes serious illness and easily spreads from person to person, a pandemic can occur.

Pandemics are different than seasonal flu outbreaks. Seasonal flu outbreaks are caused by small changes in influenza viruses that people have already been exposed to. A new flu vaccine is developed each year to protect people against the expected changes in existing viruses. That's why annual flu shots are needed and are effective. But since an influenza pandemic is caused by an entirely new strain of flu virus, preparing a vaccine in advance is not as simple as it is for seasonal flu.

The outbreak of a pandemic flu can cause major disruptions throughout the community and the nation. Although potentially devastating, through proper planning and response the effects of an outbreak can be dealt with in a timely and efficient manner. The purpose of this section is to help minimize the impact of a pandemic flu upon the operations of the district. Additionally, through timely notification and education for students, staff and parents of the district, it is hoped that the impact upon the community can also be lessened.

NOTE: As evidenced by pandemic flu incidents in previous years, the size, scope and severity of the event may dictate a change in district procedures. It is imperative to keep abreast of developing pandemic flu concerns and communicate regularly with the Orange County Department of Health for proper guidance.

Orange-Ulster BOCES 2021-2022 Reopening Plan for Covid-19 can be found at the following link:

http://www.ouboces.org/files/filesystem/ouboces_nysedreopeningplan_final.pdf

COMMUNICABLE DISEASE NOTIFICATION:

Due to the nature of how a pandemic flu would start, its spread could possibly be tracked. With this said, there may be warning signs that the pandemic is getting nearer. In order to accurately time the proper action steps for a pandemic, it is imperative that the school district work closely with the local health department to determine if a pandemic flu has reached our area. It is possible that a pandemic flu could initially be mistaken for some other type of illness or it could hit our area in the first wave. In any case, it is important that any notification of a communicable disease be responded to and evaluated by proper authorities in order to determine the proper course of action relative to the disease.

The following checklist should be used whenever a notification is received from any source regarding a communicable disease outbreak:

Contagious Disease Outbreak

SEQUENTIAL RESPONSE ACTIONS:

This checklist is to be used to assist school officials to respond to a notification of a communicable disease. **(If notified by the Orange County Department of Health about a pandemic outbreak in the area, utilize the District's "Pandemic Flu Outbreak Plan" outlined in this section.)**

1. Upon notification of a communicable disease from any source, confirm the report with the:
 - a. Orange County Department of Health (845) 291-2332
 - b. The physicians' office or hospital (if written notice is delivered by student or parent). If confirmed by the physician or hospital, contact the Orange County Department of Health.
2. Notify the following district officials:
 - a. Chief Operating Officer
 - b. Deputy Superintendent
 - c. Assistant Superintendent
 - d. Nurse Practitioner
 - e. Building principals or designees (see Emergency Telephone List)
3. Assemble a team to evaluate the situation and determine a plan of action. Team should include; Building Administrator, School Nurse, Nurse Practitioner, and Orange County Health Department Official. (Based on the scope and nature of the disease, a Health Department Official may not be able to physically attend a meeting and will provide guidance via telephone.) The team will identify:
 - a. Source of contagion
 - Airborne or direct contact spread?
 - How contagious is the disease?
 - How many people are affected at this time?
 - What is the incubation period?
 - Will there be more cases expected?
 - b. This will determine if;
 - School will remain open during this period.
 - School will be closed until contagion is identified or still at risk of spreading.
 - If mass vaccination or testing will be performed on students / faculty / staff.

4. Letters to parents / faculty and staff that identify the contagious condition of a student or students at the school should be distributed. Indicate the direction is taken from the County Health Department, and give an outline of the school district's plan. Provide telephone numbers and websites to families regarding further information related to communicable disease. This information can be found at <http://www.health.ny.us/diseases/communicable/index.htm>
5. Give clear concise directions to the custodial staff in the affected building. Take direction from the county regarding disinfection efforts. Make sure efforts for cleaning are throughout the entire building and not targeted to one classroom or location.
6. Prepare a press release and anticipate calls or visits from news agencies. Ensure a single point of information release is maintained, preferably through the designated district PIO (Public Information Officer).
7. If deemed necessary, schedule community meetings to answer questions and update information as needed.
8. It may be necessary to activate the critical incident counseling team in response to loss of life or other trauma brought on by the incident.
9. Upon conclusion of the incident a debriefing should be conducted and the checklist reviewed and revised as needed.

How to Use the Pandemic Flu Plan

STEP ONE:

Prior to any reports of increased pandemic flu activity, review all information contained in this plan in order to designate key personnel and or teams for support roles and to become familiar with actions to be taken during increased alert levels. Particular attention should be paid to the section entitled **Pandemic Response Planning considerations**.

STEP TWO:

As the threat of a pandemic flu begins to develop, review the World Health Organization (WHO) Alert Phase Chart on the following page.

STEP THREE:

As cases of pandemic flu increase on current information from NYS health officials, the Orange County Health Department on the appropriate District Pandemic Alert Level (**Green, Orange, Yellow, or Red**). The district alert level would typically fall in line with the current WHO Alert Phase.

STEP FOUR:

After determining the appropriate District Pandemic alert level (**Green, Orange, Yellow, or Red**) Pandemic Response Actions will be initiated as directed. Additionally, all administrators will review the section of this plan entitled Pandemic Response Planning Considerations and implement applicable actions.

World Health Organization (WHO) Pandemic Alert Phases

The World Health Organization (WHO) established six influenza alert phases as part of its Global Influenza Preparedness Plan. The information below shows the six phases along with the public health goals associated with each phase.

PHASES	PUBLIC HEALTH GOALS
INTERPANDEMIC PHASE	
Phase 1. Low Risk to Human Cases No new influenza virus subtypes have been detected in humans. An influenza virus subtype that has caused human infection may be present in animals. If present in animals, the risk of human infection or disease is considered low.	Strengthen influenza pandemic preparedness at the global, regional, national and local levels.
Phase 2 Higher Risk of Human Cases No new influenza virus subtypes have been detected in humans, however, a circulating animal influenza virus subtype poses a substantial risk of human disease.	Minimize the risk of transmission to humans; detect and report such transmission rapidly if it occurs.
PANDEMIC ALERT	
Phase 3. No or very limited human-to-human transmission. Human infection(s) with a new subtype, but no human-human spread, or at most rare instances of spread to a close contact.	Ensure rapid characterization of the new virus and early detection, notification and response to additional cases.
Phase 4. Evidence of increased human-to-human transmission. Small cluster(s) with limited human-human transmission but spread is highly localized, suggesting that the virus is becoming more transmissible to humans, but may not yet be fully transmissible (substantial pandemic risk)	Maximize efforts to contain or delay spread, to possibly avert a pandemic, and to gain time to implement pandemic response measures.
Phase 5. Evidence of significant human-to-human transmission. Larger cluster(s) but human-to-human spread is still localized, suggesting that the virus is becoming increasingly better adapted to humans, but not yet fully transmissible (substantial pandemic risk).	Maximize efforts to contain or delay spread to possibly avert a pandemic, and to gain time to implement pandemic response measure.
PANDEMIC PERIOD	
Phase 6 Efficient and sustained human-to-human transmission. Pandemic: increased and sustained transmission in general population.	Maximize the impact of the pandemic.

World Health Organization / Orange-Ulster BOCES Response Alerts

Orange-Ulster BOCES will use the WHO Pandemic Alert Phases as its basis for implementing a District Pandemic Alert Level. The district will then combine this information, along with information from the local health department regarding the transmission currently affecting the population and the location of outbreaks, in order to implement the correct district response level.

Although it may be possible to track the general course of a pandemic, there are too many variables to predict the exact nature of when and how a pandemic will strike our area. In order to ensure the latest information is factored into any district decisions, it is imperative that the district maintains communication with the local health department and be prepared to implement changes to the alert levels based on their advice and guidance.

DISTRICT PANDEMIC ALERT LEVEL CHART

ALERT PHASES	PHASE DESCRIPTION	WHO ALERT PHASES	DISTRICT PANDEMIC ALERT LEVEL
Inter-pandemic phase	Low risk of human cases	1	Planning and Preparation
New virus in animals, no human cases	Higher risk of human cases	2	Planning and Preparation
Pandemic alert New virus causes human cases	No or very limited human-human transmission	3	Planning and Preparation
Pandemic alert New virus causes human cases	Evidence of increased human-to-human transmission	4	1
Pandemic alert New virus causes human cases	Evidence of significant human-to-human transmission	5	2
Pandemic	Efficient and sustained human-to-human transmission	6	3

District Pandemic Alert Levels

In addition to using the WHO Pandemic Alert Phases to help determine the District Pandemic Alert Level, the district will also utilize current local information gathered from local health department sources.

Based on the established District Pandemic Alert Level, the district will perform certain activities as dictated by the following tables. These activities will be relative to the current threat.

Local Pandemic Information Chart (County Health Dept. Information)

WHAT TYPE OF TRANSMISSION IS CONFIRMED?	WHERE ARE THE CASES?	ARE THERE CASES IN NEW YORK OR ORANGE COUNTY?	DISTRICT PANDEMIC ALERT LEVEL
Person-to-person transmission	Anywhere outside North America	No	Planning & Preparation
Person-to-person transmission	Anywhere inside North America	No	1
Person-to-person transmission	In New York State	Yes	2
Person-to-person transmission	In Orange County	Yes	3

**PANDEMIC RESPONSE ACTIONS
PLANNING & PREPARATION LEVEL -
GREEN**

- Monitor national situation through communication with County of Orange and NYS Depart. of Health.
- Communicate with other districts, police, health services, media and other departments for planning.
- Brief the Chief Operating Officer on a regular basis staff that can maintain facilities during an emergency.
- Meet and coordinate activities with Orange County DOH Public Health Officials.
- Review the plan for the district's response to Pandemic outbreak.
- Determine the roles and the responsibilities of faculty and staff to prevent the spread of influenza.
- Determine the roles of and responsibilities of faculty and staff to stop the spread of influenza.
- Decide how and when to encourage or require school population to stay home if they are mildly ill.
- Ensure that standardized surveillance / disease recognition procedures are in place and implemented.
- Educate students, faculty and staff on how and why it is important to improve personal hygiene. Use simple non-medical ways to reduce the spread of germs covering coughs and sneezes, washing hands and staying home if you're sick.
- Work with Orange County DOH Officials to determine if schools need to be cleaned more frequently or different if a pandemic occurs.
- Consider alternate learning strategies such as collaborative agreements with public television or local cable stations, teleconferencing, lessons on CDs or online for children with internet access at home.
- Review the health needs of students. Some may have a greater risk of infection. Encourage those families to talk to their health care provider. Some may need to be more cautious in keeping children home.
- Acquire HEPA air filters units and N-95 masks for Health Offices and Nurses, surgical masks, disinfecting wipes for B&G staff to sanitize door knobs and other surfaces and waterless hand sanitizer systems for faculty, staff, students and visitors.
- Train nurses, faculty and staff in flu-symptom recognition.
- Remember that a person who is infected doesn't show symptoms right away. Children who are getting ill may exhibit different behavior than usual, such as eating less or being irritable.

LEVEL 1 – YELLOW
ANYWHERE INSIDE NORTH AMERICA (EXCEPT NEW YORK)

- Essential Health Office staff will receive N-95 respiratory protection training.
- Provide updates to the BOE on a periodic basis and discuss what information is being given to the District Wide Health and Safety Committee.
- Meet to discuss methods to provide regular updates to staff, students, and parents on preparedness and response activities. The team should meet approximately once a month
- District Wide Health and Safety Committee will meet with BOCES Risk Management to be informed of the provisions of New York State Executive Law 2-B and NYS Public Health Laws which authorize officials to order certain actions (i.e. The County Commissioner of Health has the Authority to suspend mass gatherings or order schools to close for a specific period of time.
- Begin Heightened Surveillance Reporting.
- Send out Parent Letter #3 initial Outbreak. Informing parents that schools remain open, include tip sheets and informational resource lists.
- Work with County of Orange Public Health Officials to insure a press release announcing that schools will remain open but parents need to prepare.
- Post flu prevention signs throughout school facilities and administrative offices.
- Encourage all students, faculty and staff to wash their hands thoroughly with soap and water before eating, after bathroom use and after sneezing and coughing. When hand washing is not possible, schools should consider providing hand sanitizing rubs that contain at least 60% alcohol. Alcohol-based sanitizers cause skin dryness, irritation and rashes, so provide an emollient, lotion or cream for moisturizing.

LEVEL 2 – ORANGE
ANYWHERE INSIDE NORTH AMERICA (IN ADDITION TO LEVEL 1 ACTIONS)

- Distribute N-95 respirators and masks to Health offices for issuing to district community as specified by the Orange County Commissioner of Health.
- Consider possible restrictions to athletic events, vendors, visitors and conferences / group activities.
- BOCES Risk Management will review the situation with the Orange County DOH as the pandemic progresses (or at least weekly) and provide updates to the BOE and Chief Operating Officer
- Prepare for calls to the schools from parents seeking information. Be prepared to direct parents to the proper source for more information. All schools should have information on a variety of pandemic, educational and health resources.

LEVEL 3 – RED
IN ORANGE COUNTY (IN ADDITION TO LEVEL 2 ACTIONS)

- BOCES Risk Management, after consultation with the Orange County DOH will explain to the BOE of the suspension of certain activities, including sporting events, field trips, fine art performances and other large group activities as specified by the Orange County Commissioner of Health.
- BOCES Risk Management after consultation with the Orange County DOH will explain details to the BOE that activities at district cafeterias, dining and other rooms i.e. (faculty rooms) be suspended as ordered by the Orange County Commissioner of Health.
- BOCES Risk Management after consultation with the Orange County DOH will explain details to the BOE of the order to reopen schools. Issue parent letter
- Return to Heightened Surveillance Reporting.
- Continue monitoring the national situation through communications with the County of Orange and NYS Departments of health.
- If students show signs of illness start Level 3 procedures again.

Pandemic Response Planning Considerations

In order to effectively deal with the negative impact of a pandemic flu upon the operations of the school district. It is imperative that plans are developed that encompass a variety of actions and circumstances. Through proper planning it is possible to identify potential pitfalls and develop appropriate mitigation methods.

PANDEMIC AWARENESS EDUCATION:

Prior to and throughout the course of a pandemic, there is information that needs to be shared with students, staff, faculty, and families that will help them prepare for and or respond to the effects of an outbreak. At certain points, depending on the current District Pandemic Alert Level, there will be requirements to provide education on pandemic related topics.

Students (Planning and Preparation Level)

- Educate students on how and why it is important to improve personal hygiene. Use simple non-medical ways to reduce the spread of influenza through proper hand washing, covering coughs and sneezes appropriately and staying home if you are sick.
- Educate students about the differences between annual / seasonal flu, bird flu or any like illness and what could occur in a pandemic.
- Educational Media:
 - » Classroom instruction
 - » Handouts

Students (Level 1 Alert)

- Continue student education through the posting of flu prevention signs throughout all buildings.
- Continue student education by encouraging and mirroring acceptable hygiene methods. Highlight the importance of frequent hand washing, particularly before eating, after bathroom use and after coughing or sneezing.
 - Continue student education through daily PA announcements on proper measures to take to reduce the spread of influenza.
- Educational Media:
 - » Faculty reinforcement of learned hygiene skills.
 - » Handouts
 - » Posters (General hygiene and flu topics.)
 - » PA announcements (General hygiene and flu topics.)

Students (Level 2 Alert)

- Continue student education by encouraging and mirroring acceptable hygiene methods.
- Continue student education through daily PA announcements on proper measures to take to reduce the spread of influenza.
- Educational Media:
 - » Faculty reinforcement of learned hygiene skills.
 - » Handouts
 - » Posters (General hygiene and flu topics.)
 - » PA announcements (General hygiene and flu topics.)

Students (Level 3 Alert)

- Continue student education by encouraging and mirroring acceptable hygiene methods.
- Continue student education through daily PA announcements on proper measures to take to reduce the spread of influenza.
- If schools are closed, provide alternative instruction methods.
- Educational Media:
 - » Faculty reinforcement of learned hygiene skills.
 - » Handouts
 - » Posters (General hygiene and flu topics.)
 - » PA announcements (General hygiene and flu topics.)

Faculty / Staff (Planning and preparation Level)

- Educate faculty and staff on their roles and responsibilities in helping to prevent the spread of influenza.
- Educate faculty and staff on how and why it is important to improve personal hygiene. Use simple non-medical ways to reduce the spread of influenza through proper hand washing, covering coughs and sneezes appropriately and staying home if you are sick.

Educate faculty and staff about the differences between annual / seasonal flu, bird flu or any like illness, and what could occur in a pandemic.

- Train staff in influenza symptom recognition.
- Educational Media:
 - » Faculty and staff meetings
 - » Handouts
 - » Staff newsletter

Faculty / Staff (Level 1 Alert)

- Continue faculty and staff education through the posting of flu prevention signs throughout all buildings.
- Encourage good hygiene practices, particularly frequent hand washing.
- Provide informational updates to faculty and staff as they become available.
- Educational Media:
 - » Faculty and staff meetings
 - » Handouts
 - » Staff newsletters
 - » Posters (General hygiene and flu topics.)
 - » PA announcements (General hygiene and flu topics.)

Faculty / Staff (Level 2 Alert)

- Provide Informational updates to faculty and staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing
- Educational Media:
 - » Faculty and staff meetings.
 - » Handouts
 - » Staff Newsletters
 - » Posters (General hygiene and flu topics)
 - » PA announcements (General hygiene and flu topics)

Faculty / Staff (Level 3 Alert)

- Provide informational updates to faculty and staff as they become available
- Encourage Good Hygiene practices, particularly frequent hand washing.

Educational Media.

- » Faculty and staff meetings
- » Handouts
- » Staff Newsletters
- » Posters (General hygiene and flu topics.)
- » PA announcements (General hygiene and flu topics)

Nurses (Planning and Preparation Level)

- Educate nurses on how to recognize the signs and symptoms of influenza.
- Educate nurses on the proper means to maintain surveillance of influenza cases.
- Train nurses on the proper use of N-95 respirator (including fit test) and surgical masks.
- Educational Media:
 - » Staff meetings
 - » Classroom instruction (Conference days or other training days)
 - » Handouts
 - » Health bulletins

Nurses (Level 1 Alert)

- Provide informational updates to nursing staff as they become available
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media
 - » Memorandums
 - » Health bulletins
 - » Staff Meetings
 - » Posters (General hygiene and flu topics)
 - » PA announcements (General hygiene and flu topics)

Nurses (Level 3 Alert)

- Provide informational updates to nursing staff as they become available
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media
 - » Memorandums
 - » Health bulletins
 - » Staff Meetings
 - » Posters (General hygiene and flu topics)
 - » PA announcements (General hygiene and flu topics)

Nurses (Level 3 Alert)

- Provide informational updates to nursing staff as they become available
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media
 - » Memorandums
 - » Health bulletins
 - » Staff Meetings
 - » Posters (General hygiene and flu topics)
 - » PA announcements (General hygiene and flu topics)

Custodial Staff (Planning and Preparation Level)

- Educate custodial staff on how and why it is important to improve personal hygiene. Use non-medical ways to reduce the spread of influenza through proper hand washing, covering coughs and sneezes appropriately and staying home if you are sick.
- Educate custodial staff about the differences between annual / seasonal flu, bird flu or any like illness, and what could occur in a pandemic.
- Train custodial staff in influenza symptom recognition.
- Train custodial staff in proper way to perform disinfection as a means to control the spread of influenza symptom recognition.
- Educational Media
 - » Classroom instruction
 - » Staff meetings

Custodial Staff (Level 1 Alert)

- Provide Informational updates to custodial staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
 - » Staff meetings
 - » Memorandums
 - » Handouts
 - » Posters (General hygiene and flu topics.)
 - » PA announcements (General hygiene and flu topics)

Custodial Staff (Level 2 Alert)

- Provide Informational updates to custodial staff as they become available.
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
 - » Staff meetings
 - » Memorandums
 - » Handouts
 - » Posters (General hygiene and flu topics.)
 - » PA announcements (General hygiene and flu topics)

Custodial Staff (Level 3 Alert)

- Provide informational updates to custodial staff as they become available
- Encourage good hygiene practices, particularly frequent hand washing.
- Educational Media:
 - » Staff meetings
 - » Memorandums
 - » Handouts
 - » Posters (General hygiene and flu topics.)
 - » PA announcements (General hygiene and flu topics)

Parents / Guardians (Planning and Preparation Level)

- Educate parents / guardians on pandemic related concerns such as how to control the spread of infection through implementing good hygiene practices in the home and the difference between seasonal flu, bird flu and pandemic flu.
- Educational Media
 - » Mailings
 - » Student carry home handouts
 - » District website
 - » School newsletters

Parents / Guardians (Level 1 Alert)

- Provide updated information to parents / guardians on pandemic flu as dictated by the current threat.
- Educational Media
 - » Mailings
 - » Student carry home handouts
 - » District website
 - » School newsletters

Parents / Guardians (Level 2 Alert)

- Provide updated information to parents / guardians on pandemic flu as dictated by the current threat.
- Educational Media:
 - » Mailings
 - » Student carry home handouts
 - » District website
 - » School newsletters

Parents / Guardians (Level 3 Alert)

- Provide updated information to parents / guardians on pandemic flu as dictated by current Level.
- Educational Media:
 - » Mailings
 - » Student carry home handouts
 - » District website
 - » School newsletters

Operational Continuity

OPERATIONS AND MAINTENANCE OPERATIONAL CONTINUITY:

An inherent part of planning for the effects of a pandemic flu outbreak is to consider the operation aspects of the district during normal operations and periods of mandated school closures. This section will provide general information related to Operations and Maintenance activities and operations.

Normal Operations (Planning and Preparation Level)

- Acquire training as outlined under the Pandemic Awareness Education section.
- Ensure surface areas are cleaned regularly; utilize disinfectant hand wipes on heavily used areas such as door knobs and light switches.
- Maintain appropriate staffing levels in all buildings and respond to increased influenza outbreaks by increasing frequency of surface disinfection.
- Acquire stockpiles of hand sanitizers, surgical masks, N-95 respirators, and non-latex examination gloves. Keep additional stores of disinfectant on hand in order to respond to increased outbreaks.
- Meet with Orange County Health Department officials to determine proper cleaning and disinfection products during increased pandemic alert levels.

Normal Operations (Level 1 Alert)

- Continue normal disinfection and cleaning protocols and increase frequency based on local outbreaks.
- Maintain stockpiles of items identified above.

Normal Operations & School Closures (Level 2 alert)

- NOTE: Schools may be closed at this stage.
- Increased cleaning and disinfection frequency
- Distribute stockpiled material to schools as needed and or directed.
- School Closures:
 - » Assign custodial staff to their normal locations.
 - » As staffing levels fall due to illness, redistribute staff as appropriate. If needed to redistribute Operations and Maintenance staff based on needs not job title.
 - » Ensure adequate staff is available to maintain facility mechanical systems.

Normal Operation & School Closures (Level 3 Alert)

- NOTE: School may be closed at this stage
- Increase cleaning and disinfection frequency.
- School Closures
 - » Assign custodial staff to their normal locations.
 - » As staffing levels fall due to illness, redistribute staff as appropriate. If needed redistribute Operations and Maintenance staff based on needs not job title.
 - » Ensure adequate staff is available to maintain facility mechanical systems.

FOOD SERVICE OPERATIONAL CONTINUITY:

Although food service operations are not needed during periods of school closure, there may be times during a pandemic when schools remain open. During these times it is important for food service to develop contingency plans to include:

- Food Service department should prepare for periods of staff shortages.
 - » Consider reducing the number of items being served.
 - » Serve cold lunches only.
 - » Redistribute staff based on shortages.
- Food service department must plan for minimizing exposure of students to illness.
 - » Considering distributing packed bag lunches for eating in classrooms rather than in the cafeteria.
 - » Consider serving food bulk style to classrooms.
 - » Consider providing bottled water for use in the schools in order to minimize use of fountains. » Consider the use of masks for servers.

NURSING OPERATIONAL CONTINUITY:

During certain phases of a pandemic flu, school nurses play an integral part in helping to reduce its effects by identifying infection in students and staff, tracking and reporting influenza cases, and providing care for the sick until they can be turned over to the appropriate care taker. In order to operate under the adverse conditions of a pandemic, school nurses must implement certain measures.

***Normal Operations* (Planning and Preparation Level)**

- Implement and or review procedures for the standardized surveillance / disease recognition.
- Review the health needs of students. Some students may have a greater risk of infection. Encourage those families to talk to their health care provider.
- Be prepared to answer general questions from parents / guardians regarding pandemic flu, bird flu, and seasonal flu.
- Identify additional rooms for use as auxiliary health offices. If large enough consider using it as the main health office.
- Identify areas that must be handled by a registered nurse and train other staff to perform certain medical support tasks. (Building Response Team should be first choice).
- Coordinate methods of communication between the nurses' office and attendance in order to track illnesses. Include methods for both staff and student attendance information.

Normal Operations (Level 1 Alert)

- Continue standardized surveillance / disease recognition. Begin heightened reporting
- Ensure N-95 respirators, and additional supplies of surgical masks, non-latex examination gloves and hand sanitizer have been received. (Stored by Operations and Maintenance in the district warehouse.)

Normal Operations & School Closures (Level 2 Alert)

- **NOTE: School may be closed at this stage.**
- Prepare to issue N-95 respirators and surgical masks as directed by health department officials.
- Prepare for increased phone calls from parents / guardians. Have additional resource information available.
- Communicate with the district Nurse Practitioner's office regarding nursing shortages for your facility.
- Open an auxiliary health office or move operations to the auxiliary office as needed.
- Consider the use of the Building Response Team for additional support if overwhelmed with sick students. (The building administrator must activate this team.)
- During school closures report to work if needed.

Normal Operations & School Closures (Level 3 Alert)

- **NOTE: School may be closed at this stage.**
- Continue surveillance / disease recognition and heightened reporting.
- Prepare for increased phone calls from parents / guardians. Have additional resource information available
- Communicate with the district Nurse Practitioner's office regarding nursing shortages for your facility.
- Open auxiliary health office or move operations to the auxiliary office as needed.
- Consider the use of the Building Response Team for additional support if overwhelmed with sick students. (The building administrator must activate this team).
- During School Closures be prepared to:
 - » Report to work if directed.
 - » As school reopens, prepare to continue level 3 alert protocols. In particular, attention should be paid to surveillance in order to identify additional response actions.

BUS SERVICE OPERATIONAL CONTINUITY:

Normal Operations (Planning and Preparation Level)

- Acquire training material from the district outlined under the Pandemic Awareness Education section.
- Ensure buses are cleaned regularly. Utilize disinfectant hand wipes on heavy used areas such as door knobs and handrails.
- Provide Pandemic Awareness training materials to employees.
- Consider training additional office staff as drivers in order to cover shortages due to illness.

Normal Operations (Level 1 Alert)

- Continue normal bus disinfection and cleaning protocols and increase frequency based on local outbreaks.
- Post informational flu prevention signs throughout the offices and garages.
- Track driver call outs (sick) and review list of on call drivers.
- Be prepared to use backup drivers, such as qualified office staff, if callouts affect student transportation.
- Notify district if callouts will impede student transportation.

Normal Operations & School Closures (Level 2 Alert)

- NOTE: School may be closed at this stage.
- Increase bus cleaning and disinfection frequency.
- Use backup drivers as warranted due to callouts.
- Inform the district if driver illness may affect student transportation.
- School Closures:
 - » Communicate with district officials to determine length of closure.
 - » Maintain adequate staffing levels and vehicle maintenance levels to ensure school reopening is conducted in a timely manner.

Normal Operations & School Closures (Level 3 Alert)

- NOTE: Schools may be closed at this stage.
- Increase cleaning and disinfection frequency.
- Use backup drivers as warranted due to callouts.
- Inform district if driver illness may affect student transportation.
- Communicate with district officials to determine length of closure.

Surveillance and Reporting Protocols

In order to assist in determining the size and scope of a pandemic flu as it finds its way into the local area, it is important that Orange County Health Department officials are provided with the latest information on flu-like illnesses. A component of this early detection and notification are the school nurses. Orange-Ulster BOCES will work closely with the Orange County Health Department to track the progress of pandemic flu and its impact on the attendance of students and staff.

SCHOOL LEVEL MONITORING & REPORTING: (NURSES)

- Teach students and parents habits to prevent illness.
- Teach procedures of care to provide for those who are ill.
- Teach staff, students and parents measures to limit the spread of the flu.
 - » Hand, cough and sneeze hygiene
 - » Social distancing
- School Nurses will continue to send completed Monthly Report Forms to the Nurse Practitioner as per current district procedure. This report provides an accounting of monthly activity in the Health Office, including number of students seen for illness and communicable disease and number of students sent home for illness (fever, new cough, rash, vomiting).
- School nurses will report any flu-like illnesses and absences to the Nurse Practitioner. This includes any fever or more than 100 degrees Fahrenheit and may include nasal congestion, muscle aches and fatigue.
- In the event there is an increased risk of pandemic flu (District Pandemic Alert Level 1), the monthly monitoring will change to weekly. Weekly monitoring determines that there is person-to-person transmission of the new virus within New York State (District Pandemic Alert Level 2), heightened surveillance monitoring will be changed to daily reports of flu-like illness and absences for both staff and students.

DISTRICT LEVEL MONITORING & REPORTING

- Conduct training for district nurses on contagious disease.
- Teach students, staff and parents' healthy habits to prevent illness.
- Teach procedures of care to provide for those who are ill
- Teach staff, students and parents measures to limit the spread of the flu.
 - » Hand, cough and sneeze hygiene
 - » Social distancing.
- Staff or students with any flu-like symptoms or illness (fever of more than 100 degrees Fahrenheit) and cough and / or sore throat (in the absence of a known cause will be required to stay home. If symptoms occur while at work or school they will be excluded and referred for appropriate medical care.
- Monthly Report Forms from each district building will be reviewed and compiled, noting any significant increase in student illness or absences.
- At District Pandemic Alert Level 1 (person-to person transmission of new virus anywhere inside North America, but none within New York), weekly monitoring reports of students and staff illness and attendance will be reviewed and shared with the Chief Operating Officer of schools and the Nurse Practitioner. The information will also be forwarded to the Orange County Health Department who will monitor it along with statistics for the entire county.
 - » If the District Pandemic Alert Level rises to level 2, heightened surveillance monitoring will be changed to daily reports and this information will be forwarded to the Chief Operating Officer, the nurse Practitioner and the Orange County Department of Health.
 - » Maintain adequate staffing levels and vehicle maintenance levels to ensure re-opening is conducted in a timely manner.

ADMINISTRATIVE OPERATIONAL CONTINUITY:

The continuity of administrative services could be greatly impacted during a pandemic. However, there are typical administrative functions that must be considered critical and plans developed to ensure important tasks are performed.

In the event of Mandatory (Department of Health ordered) School closure, and or the number of illnesses in the district become burdensome, the following functions of the district must remain operative in order to perform critical services or tasks:

- **Payroll / Finance**

- » In preparation for the pandemic, the business office should encourage all staff members to sign up for direct deposit
- » The Business Office should determine the minimal number of personnel required to perform critical tasks and arrange for adequate coverage.
 - In the event of a pandemic it will be vitally important for staff, whether working, ill or home due to school closure, to receive a paycheck. Additionally, district generated bills for materials and services must continue to be paid in a timely fashion

- **Operations and Maintenance**

- » See Operation and Maintenance section for tasks and responsibilities.
- » The Chief Operating Officer and Maintenance will designate work locations and redistribute staff based on the progress of the outbreak.

- **Personnel**

- » In the event of a pandemic there may be a variety of administrative tasks that are time sensitive and of regulatory in nature. Additionally, there may be employee benefit related tasks as a result of the outbreak.
- » The Director of Personnel should determine the minimal number of personnel required to perform critical tasks and arrange for adequate coverage.

- **Technology**

- » In the event of a pandemic flu, the technology department will need to provide a variety of services in order to keep the district operational. Some of these might include:
 - Maintaining technology infrastructure.
 - Updating information on the district website.
 - Maintaining critical communications infrastructure.
 - Preparing informational handouts for distribution.
- » The Director of Technology should determine the minimal number of personnel required to perform critical tasks and arrange for adequate coverage.

- **District Command and Control**

- » During a pandemic when schools are closed and a high volume of staff members are ill, it is not unreasonable to assume that this will also affect key leadership in the district.
- » It is imperative that the district maintain effective leadership throughout the duration of a pandemic.
- » For Command and control purposes during a pandemic outbreak, the chain of command is:
 - Chief Operating Officer William Hecht
 - Deputy Superintendent Deborah Heppes
 - Assistant Superintendent Kerri Stroka

RESOURCES FOR DISTRIBUTION:

A comprehensive assortment of information related to hygiene, pandemic flu, bird flu and other related topics is stored with the district reproduction center. This information will be maintained at that location until it is needed based on the current Pandemic Alert Level. This information will be reproduced and distributed as directed in accordance with this plan.

STUDENT EDUCATION CONTINUITY

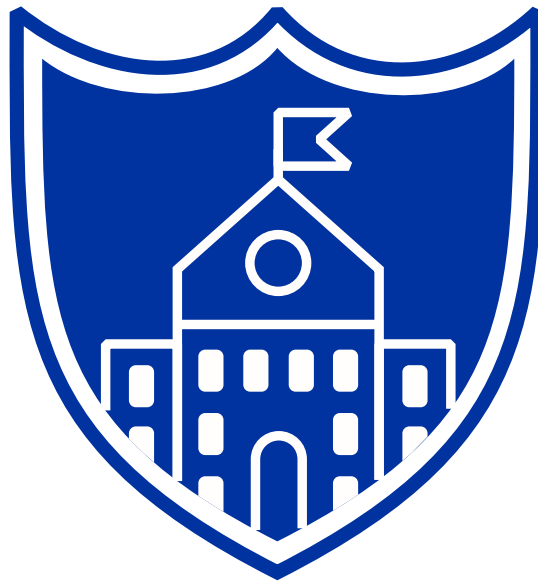
As a result of increased pandemic flu activity, it may be necessary to close schools for a period of time, possibly up to 12 weeks. During this time the continued education of students must be considered. At this time there are no concrete plans for the continued education of students during a school closure. District staff responsible for student educational needs are currently determining the proper course of action to be taken in the event of a pandemic flu school closing.

Although not fully determined, there are several methods to consider as possibly educational resources for homebound students:

- Internet based courses.
- Correspondence courses.
- Predetermined work assignments (Based on marking periods and relative to the current pandemic flu progress)
- Phone “hot line” question and answer sessions.

In the event of a district wide school closings consideration must be given for appropriate teacher staffing levels to accommodate the method or methods of student education selected. As with staffing levels for other critical components for the district during pandemic, appropriate teacher staffing levels must be determined and plans made for acquiring and maintaining these levels.

Consideration may also be given for possible reduction or elimination of scheduled spring and summer recess in order to accommodate educational needs.





Public Health Emergency Pandemic Planning Appendix

All Orange-Ulster BOCES Locations:

Special and Alternative Education
Career and Technical Education

March 11, 2021



CONTINUITY OF OPERATIONS:

Preface: On September 7, 2020 Governor Cuomo signed into law, amendments to subdivision 2 of section 2801-a of New York State Education Law. These amendments require all public employers to include protocols for responding to a Public Health Emergency in their district level emergency plans. These protocols shall identify essential workers and functional roles consistent with Section 27-c of the labor law as well as means of acquisition of Personal Protective Equipment (PPE). Please note: While this appendix is currently tailored to reflect the current COVID-19 pandemic, it will also serve as a primary guiding document for all future Public Health Emergency diseases or pandemics.

Declaration of Essential Workers:

Due to the key functionalities of a BOCES, many of the roles below will be required for both essential Orange-Ulster BOCES needs and the needs of its Component Districts. The titles and roles listed below will be required as essential in times of a mandated reduced workforce.

- **Cabinet / Central Administration:** *Needed for oversight, planning and logistics. Acquisition of goods and services*
 - » Board of Education
 - » Superintendent of Schools
 - » Assistant Superintendent for Business
 - » Assistant Superintendent for Instruction
 - » Human Resource
 - » Payroll
 - » Purchasing
 - » Directors (All Divisions)
 - » Asst. Directors (All Divisions)
 - » Principals (All Programs)
- **Custodial Staff:** *Needed to maintain sanitary and healthy conditions for the buildings and all essential occupants. May aid in distribution services of food or technology.*
 - » Building Lead Custodians
 - » All Support Staff Custodians
- **Maintenance and Grounds Staff:** *Needed for the general upkeep and repair of the facilities as well as ensure all building features are functioning as designed. Meet with contractors for equipment install / repair.*
 - » All Maintenance Staff
 - » All Grounds Staff
- **Technology Staff:** *Needed for maintenance and upkeep of data services. Acquisition and distribution of technologies needed for both remote and in person instruction.*
 - » All Technology Staff
- **Instructional Support Staff**
 - » Director
 - » Key identified individuals

Needed to assist districts in all instruction needs for both in-person and remote learning.

- **Food Services Staff**

- » All Food Service Staff

Needed for meal preparation and distribution for both in-person and remote learning.

- **Public Relations and Print Media Staff**

- » Key identified individuals

Needed for all notifications to the public for closures or changes in learning. Creation and fabrication of required signage for safe operations.

- **Shipping and Receiving Staff**

- » Key identified individuals

Needed for acquisition and receiving of goods such as PPE and cleaning supplies. Distribution of goods to component districts as received from the Emergency Operation Center.

- **Security Staff**

- » Key Identified individuals

As needed for building access or security of events such as meal or technology distribution.

- **Risk Management / Health and Safety Staff**

- » All Staff

Needed for planning and implementation of all policies. Inspections and oversight for adherence to all regulations. Ensure all facilities and employees are safe and healthy. Acquisition of supplies. Coordination with the Emergency Operation Center.

- **Members of Response / Planning Teams**

- » Key identified individuals

As needed for coordination planning and implementation of policies and procedures.

Telecommunication for Non-Essential Employees and Contractors:

All individuals deemed non-essential will have access to telecommunication. These individuals will be provided with all necessary technology and support to complete the required tasks remotely. The specifics of those work functions will be determined by the supervising director of each department after reviewing the job duties of the individuals.

Contractors will take direction from the Director of Operations for Orange-Ulster BOCES. Telecommunication will be utilized where feasible. However due to the potential need for on-site repairs or installations, contractors are required to adhere to the practices defined in the following section.

Visitor and Vendor Practices:

No outside visitors or volunteers will be allowed on school campuses except to address the safety and well-being of students. Parents / guardians will report to security and not be permitted beyond unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings and will have restricted access to our school buildings.

To ensure all faculty, staff, students, visitors and vendors comply with protective equipment requirements, anyone visiting OU BOCES facilities will follow the instructions below.

Visitors

- All visitors will be required to wear proper face covering prior to entering any building and it must be worn at all times.
- All visitors must check in at Security for temperature screening and to complete the Public Health Emergency Questionnaire. The visitors must sign in with their identification through the Raptor system for a visitor badge. This will indicate to all other Security locations that the visitor has been screened.
- All visitors must sign in and out at the main entrance of each building stating their destination at that building for the purpose of contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist / designee must scan the sign-in / out documents and send them individually to: StaySafe@ouboces.org

Vendor

- All vendors will be required to wear proper face covering prior to entering any building and it must be worn at all times.
- All vendors must report to the Operations and Maintenance building first for temperature screening and to complete the Public Health Emergency Questionnaire. The vendors must sign in with their identification through the Raptor system for a visitor badge. This will indicate to all other Security locations that the vendor has been screened.
- No vendor will enter a building unless necessary for completion of their job. All meetings should be held outside or via Google Meet when possible.

- All vendors must sign in and out at the main entrance of each building stating their destination at that building for purposes of contact tracing. All vendors should be accompanied by a staff member.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the receptionist / designee must scan the sign-in / out documents and send them individually to: StaySafe@ouboces.org

Staggered Schedules:

Where feasible Orange-Ulster BOCES will stagger the schedules of essential employees and contractors to limit unnecessary exposures and contact. The specific job functions will be reviewed to determine if limited staff and or a single individual can complete all the required tasks safely and in compliance with all required health protocols. For situations where, multiple individuals may occupy the same office space, telecommunication and / or alternative work space will be utilized.

All transportation of employees within a company vehicle will be limited to one employee at a time and proper sanitization protocols will be followed after each use.

Personal Protective Equipment:

All essential employees will be provided with adequate personal protective equipment (PPE). A total number of essential employees will be determined along with the minimum amount of supplied PPE for each individual per work day. This value will be used to estimate the needed PPE for a minimum of a six-month duration. Supplies will be ordered in adherence to all procurement regulations.

Supplies will be kept in surplus with quantities periodically reviewed to ensure reordering when necessary. Access to supplies will be limited to key individuals. Each employee will be provided with their daily minimum PPE and additional PPE may be supplied upon request to a supervisor.

Potential Exposure:

Orange-Ulster BOCES will utilize the best practices for exposure events. These protocols have been developed and continually updated in consultation with the local Department of Health and Centers for Disease Control (CDC) guidance. All employees and contractors will follow these protocols if a potential exposure is suspected. A detailed explanation of these protocols can be found in the following section.

Suspected or Confirmed COVID-19 Cases

- **Emergency Response** - Employees or students with symptoms of illness must be sent to the designated isolation room where the school nurse (Registered Professional Nurse, RN) will assess individuals. As chronic conditions such as asthma and allergies or chronic gastrointestinal issues may present as symptoms as COVID-19 or the current public health disease, they are neither contagious nor pose a public health threat. Proper PPE will be required any time a nurse may be in contact with a potential COVID-19 patient.
- **Isolation** - Students suspected of illness that are awaiting transport home by a parent / guardian will be isolated in a designated isolation room with a supervising adult present utilizing appropriate PPE. Multiple students suspected of illness may also be in this isolation room if they

can be separated by at least six (6) feet. If they cannot be isolated in a separate room from others, face covering (e.g., cloth or surgical mask) will be provided to the student if the ill person can tolerate wearing it and does not have difficulty breathing, to prevent the possible transmission of the virus to others while waiting for transportation home.

Students will be escorted from the isolation room to their parent or guardian. The parent or guardian will be instructed to call their health care provider, or if they do not have a health care provider to follow up with a local clinic or urgent care center. In consultation with the school nurse, custodial staff may consider:

- » Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
 - » Opening outside doors and windows to increase air circulation in the area.
 - » Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
 - » Cleaning and disinfecting all areas used by the person suspected or confirmed to being ill, such as offices, classrooms, bathrooms, lockers, and common areas.
 - » Once the area has been appropriately cleaned and disinfected it can be reopened for use.
 - » Individuals without close or proximate contact with the person suspected or confirmed to be ill can return to the area and resume school activities immediately after cleaning and disinfection.
- **Notification** - the NYS and local health departments will be notified immediately upon being informed of any positive Public Health Emergency Disease diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

Cleaning and disinfection will occur daily for all occupied and high used areas. In the event an exposure is suspected, the specific area will be closed off and disinfected. Cleaning and disinfection will occur periodically throughout the day. Further details are outlined in the following section.

Cleaning and Disinfecting

The Operations and Maintenance staff at our Orange Ulster BOCES take great pride in the cleanliness of our buildings. We remain committed to keeping our buildings clean and disinfected for the safety of students, staff and visitors. Daily cleaning and disinfecting logs are maintained.

All Custodial staff have received training in proper cleaning protocols and adhere to the procedures and precautions outlined in the Occupational and Safety and Health Administration (OSHA) Exposure Control Plan.

The following is a plan which we will follow and monitor closely:

- Our general cleaning will be done on a daily basis and more if needed:
 - » Garbage and recycling removal
 - » Put new plastic liners in garbage cans, wash cans as needed
 - » Sweeping and washing of all floors
 - » Usable products to wash floors: PSQ2, Halt, NABC or Quat Plus (used at 2 oz., per gallon of water)
 - » Vacuuming of all carpets

- » Cleaning, sanitizing, and disinfecting of all bathrooms
- » Usable products to clean and disinfect sinks and / or toilets: NABC, PSQ2, Foamy Q & A, Quat Plus, and / or Halt.
- » Replenishing of all dispensers (paper towel, toilet tissue, hand sanitizer and soap).
- » Sweeping and / or vacuuming of all staircases
- » Sweeping of all hallway floors
- » Washing windows as needed
- Cafeterias will be cleaned and disinfected after each use during the day. Floors will be swept and washed daily. Garbage will be removed in between usage of the cafeteria and cans and lids will be washed and disinfected daily.
- Kitchen will be disinfected daily in addition to frequently touched surfaces. Kitchen floors will be swept and washed daily using a disinfectant.
- Classroom fixtures will be cleaned and disinfected in between sessions including desks, chairs, table tops, counters, restrooms and frequently touched surfaces.
- Health offices including cots and restrooms will be cleaned and disinfected throughout the day.
- Offices, countertops, bathrooms, phones and desks will be cleaned and disinfected daily.

Contact Tracing:

All employees and contractors will follow Orange- Ulster BOCES contract tracing and sign-in log policy. All Individuals will be health screened prior to or at arrival on campus and will be required to log their locations as well as individuals they came in contact with. All building sites as well as offices and classrooms will have sign- in logs for individuals entering and exiting the space. All logs will be scanned and submitted to Orange- Ulster BOCES Public Health Coordinator on a daily basis. All of Orange-Ulster BOCES' contact tracing protocols have been developed with the local Department of Health and Centers for Disease Control (CDC) guidance.

Housing for Essential Employees:

In an effort to minimize disease spread in a Public Health Emergency. It may be necessary for essential employees to be housed on site or local to the facility in order to complete essential job duties. Orange-Ulster BOCES is equipped with lavatories and showers for essential employees along with sleeping cots in the Operations building. In the event additional housing may be needed, the local hotels may be utilized. The following are a list of the local hotels:

Fairfield Inn and Suites

20 Hatfield Lane
Goshen NY, 10924
845-291-1282

Stagecoach Inn

268 Main Street
Goshen NY 10924
845-294-5526

Courtyard by Marriott

24 Crystal Run Crossing
Middletown NY 10941
845-695-0606

APPENDIX 8: LENS-3 EMERGENCY ANNOUNCEMENTS

The following announcements are used in the LENS-3 system to make emergency announcements:

LOCKDOWN 1:

Lockdown. Lockdown. Loc down. This is a lockdown emergency. Please enter into lockdown mode, move quickly to a secure location, and follow our lockdown procedures.

EVACUATION 1:

Attention all students and staff. This is an evacuation order. I repeat, this is an evacuation order. Please move quickly to exit the building and follow our evacuation procedures.

SHELTER- IN-PLACE 1:

Attention all students and staff. This is a Shelter in Place order. I repeat, this is a Shelter in Place order. Please act quickly to Shelter In Place and follow our Shelter in Place procedures.

RESET:

Attention. The emergency condition has been cleared. Please resume normal activities

APPENDIX 9: ORANGE-ULSTER BOCES MANDATORY COMPLIANCE TRAINING

TOPIC:

- Your Right to Know
- Bloodborne Pathogens / Universal Precautions
- HIV & Aids
- School Safety Issues
 - » Emergency disaster Plan
 - » Bomb Threats
- Comprehensive Alcohol / Chemical Substance Abuse
- Use of Computerized Information Systems
- Suspected Child Abuse
 - » Child Abuse Involving School Personnel
 - » Reporting Child Abuse in an Educational Setting
- Dignity for All Students Act
- Mental Health and Suicide Prevention
- Sexual Harassment Prevention
- Violence Prevention

APPENDIX 10: DEFINITIONS AND DESCRIPTIONS

COMPONENT	REGULATORY DESCRIPTION
Response to Emergencies	The Identification of appropriate responses to emergencies including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings.
Improving Communication with Students	Strategies for improving communications among Students and between student 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.
Informing All Educational Agencies	In the case of a school district a system for informing all educational agencies within such school district or a disaster.
Information About Educational Agencies	In the case of a school district a system for informing all educational agencies with such school district of a disaster.
Building Response Team or Emergency Response Team	Designation of an emergency response team comprised of school personnel, local law enforcement officials and representatives from local, regional and / or state emergency response agencies, other appropriate incident response teams.
Chain of Command	A series of management positions operating under the Incident Command System (ICS) in order of authority. Individuals in the chain of command may be from different agencies and positions.
Incident Command System	The incident Command System, also known as ICS, is defined as a standardized-on scene emergency management system that allows multi-agencies to work together without any jurisdictional boundary problems.

COMPONENT	REGULATORY DESCRIPTION
Shelter-In-Place	This procedure is used to shelter inside the building when there is a severe weather warning usually for high winds during a storm or a tornado. Students and staff will move away from windows and if instructed move to designated safe areas.
Hold-In-Place	This procedure is used to limit movement of staff and students while dealing with a short-term emergency in an isolated area of the school. Areas not affected by the short-term emergency and located in other areas of the building can continue normal operations.
Evacuation	This procedure is used to evacuate staff and students from the building. After everyone has been evacuated safely and accounted for, listen for further directions. This can be used for a short-term evacuation for something like a fire drill or if necessary for evacuation to an offsite facility.
Lockout	This procedure allows no unauthorized personnel into the building. All exterior doors are locked and the main entrance is monitored by administrators, security or school safety deputy. This procedure allows the school to continue with the normal school day but curtails outside activities. A lockout is most commonly used when the incident is occurring outside the school building, on or off the school property.
Lockdown	A procedure used when there is an immediate and imminent threat to the school building population. School Staff and students are secured in the rooms they are currently in and no one is allowed to leave until the situation has been curtailed. This allows the school to secure the students and staff in place and remove innocent bystanders from immediate danger. A lockdown is most commonly used when a building has an intruder.

COMPONENT	REGULATORY DESCRIPTION
School Safety Team	Team appointed by principal in accordance with guidelines established by the board of education, chancellor or other governing body: responsible for developing the school building safety plan. Teams shall include but not be limited to representatives of teacher, administrator and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance and other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.
School Safety Plan or Emergency Response Plan	Emergency Response Plans are developed by building-level school safety teams that include policies and procedures for the safe sheltering or evacuation of students, teachers, other school personnel as well as visitors to the school in the event of an emergency. The plan includes evacuation routes and shelter sites and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student.

ORANGE-ULSTER BOARD OF COOPERATIVE EDUCATIONAL SERVICES

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Kerri B. Stroka, Assistant Superintendent

MISSION STATEMENT

The mission of the Orange-Ulster BOCES is to serve our component districts and community in the development of continuous learners who will be successful in meeting the challenges of living in our society today and in the future.

We will accomplish this mission in a cost-effective manner with a dedicated, skilled, caring staff providing quality educational Services in a safe, nurturing and accessible environment.

COMPONENT SCHOOL DISTRICTS

Chester Union Free	Minisink Valley Central
Cornwall Central	Monroe-Woodbury
Florida Union Free	Central
Goshen Central	Pine Bush Central
Greenwood Lake Union Free	Port Jervis City
Highland Falls-Fort Montgomery Central	Tuxedo Union Free
Kiryas Joel Village Union Free	Valley Central
Marlboro Central	Warwick Valley Central
Enlarged City School of Middletown	Washingtonville Central



The Board of Cooperative Educational Services, Sole Supervisory District of Orange and Ulster Counties operates all programs in compliance with the federal law which prohibits discrimination because of race, color, creed, religion, gender, sexual orientation, age, military service, marital status, national origin or disability. The Compliance Officer is Kerri B. Stroka, Assistant Superintendent
& Title IX/Section 504/ADA Coordinator,
(845) 291-0100