



OUBOCES DISTRICT-WIDE SCHOOL SAFETY PLAN

Health & Safety / Risk Management Department



FOREWORD

School safety is a shared responsibility that involves the entire school community. Ensuring a safe learning environment requires leadership and coordination from school administrators, as well as active engagement from staff, students, families, and community partners. Collaborative planning, regular drills, and joint exercises with law enforcement, fire services, emergency responders, and other stakeholders foster a comprehensive and unified approach to emergency preparedness.

The purpose of the School Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by clearly defining the responsibilities of school staff, students, families, and community stakeholders. The development, maintenance, training, and exercising of the ERP are essential to enable effective responses before, during, and after an incident. A well-developed and practiced ERP provides reassurance to parents/guardians and the wider community that the school has structured procedures to respond to threats and hazards efficiently and effectively.

This planning format supports compliance with legislative mandates under 8 NYCRR Section 155.17 and incorporates best practices to enhance outcomes following emergency situations. The organization, content, and terminology used align with the Federal Emergency Management Agency's *Guide for Developing High-Quality School Emergency Operations Plans (2013)*.

This guide is structured into the following key sections:

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

The **Basic Plan** provides standardized language and a structured framework for school ERPs across the state. While the framework is consistent statewide, local policies and procedures should reflect the unique circumstances and resources of each school. Effective emergency management tools must be developed proactively through threat assessments, safety audits, planning, and training.

The **Functional Annexes** focus on core operational functions and the specific actions required to carry them out. In New York State, to promote consistency and shared understanding, the following five Functional Annexes are standardized and should not be modified:

- **Shelter**
- **Hold**
- **Evacuation**
- **Secure**
- **Lockdown**

These foundational annexes ensure a common language and protocol that students, staff, and first responders can recognize and follow regardless of location within the state. Additional annexes may be developed based on local needs, and planning considerations are provided for those as well.

The **Threat/Hazard-Specific Annexes** detail actions and best practices for responding to specific emergencies. Schools are encouraged to customize these annexes to reflect local threats and operational realities. Plans should also include building floor plans, identification of staff with emergency roles (e.g., Incident Command), response team rosters, and information on students and staff with special needs or considerations.

Once the School ERP is finalized, ongoing training and drills are essential to ensure that district personnel, school staff, and students understand the plan and their roles in maintaining a safe school environment.

SUMMARY OF LAWS: New York State School Safety Plans

In 2000, **Education Law §2801-a** (Chapter 181), also known as **Project SAVE**, was enacted to mandate the development and implementation of **school safety plans** across New York State. This law requires that each:

- Public school district
- Board of Cooperative Educational Services (BOCES)
- County vocational education and extension board
- Chancellor of the City School District of the City of New York

develop **building-level school safety plans** focused on crisis intervention and emergency response (referred to as **school emergency response plans**).

The purpose of these plans is to:

- Prevent or minimize the impact of emergencies
- Ensure coordination with local and county emergency response agencies

These requirements were codified in the Commissioner's Regulation **8 NYCRR §155.17**, with major updates effective **July 1, 2025**.

Key Provisions of 8 NYCRR §155.17

§155.17(a) – Development of School Safety Plans

Requires collaboration between school officials, emergency responders, and community stakeholders to develop comprehensive district-wide and building-level safety plans.

§155.17(b) – Definitions

Defines 24 key terms, including “emergency,” “lockdown,” “evacuation,” and “chief emergency officer.”

§155.17(c) – School Safety Plans

§155.17(c)(1) – District-Wide Safety Plan Components: Each district-wide plan must be developed by a safety team and include:

1. **Threat Response Policies** (e.g., suicide, violence, threats)
2. **Response to Violent Incidents**
3. **Prevention & Intervention Strategies**, including:
 - Law enforcement collaboration
 - Behavioral assessment teams
 - Conflict resolution programs
4. **Law Enforcement Contact Protocols**
5. **Emergency Coordination & Resources** (excluding NYC)
6. **Parent/Guardian Notification** during emergencies
7. **Building Security Measures:**
 - Security personnel and devices
 - MOUs with law enforcement
 - Panic alarm considerations
8. **Training in Early Detection of Violent Behavior**
9. **Annual Staff Safety Training** by September 15
10. **Trauma-Informed Emergency Drills**
11. **Protocols for Bomb Threats, Hostage Situations, etc.**

- 12. **Student/Parent Communication Channels**
- 13. **Disaster Notifications to Education Agencies** (excluding NYC)
- 14. **Chief Emergency Officer Duties:**
 - Training
 - Communication
 - Plan maintenance
- 15. **Communicable Disease Protocols** (per Labor Law §27-c)
- 16. **Emergency Remote Instruction Plan** (2023–24 onward)

§155.17(c)(2) – Building-Level Emergency Response Plans: Each plan, developed by a building-level team, must include:

- Evacuation procedures
- Designated response teams
- Floor plan access for emergency responders
- Communication protocols
- NIMS/ICS-compliant chain of command
- Coordination with statewide mental health services
- Annual review and emergency drill procedures
- Crime scene security protocols

§155.17(c)(3) – Submission & Public Availability

- **District-Wide Plans:** Must be available for **public comment at least 30 days prior to adoption** and include **at least one public hearing**. Submitted to the Commissioner **within 30 days of adoption**, and **no later than October 1 annually** (starting 2019).
 - **Building-Level Plans:** Must be submitted to **local law enforcement and the State Police** within 30 days of adoption and **no later than October 1 annually** (starting 2020). These plans are **confidential** and **not subject to public disclosure**.
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§155.17(h) – Emergency Drills

(1) Drill Requirements

- **Evacuation Drills:** At least **8 per year** (6 between Sept. 1–Dec. 31), at varying times and exits.
 - Buildings with sleeping quarters: **4 nighttime drills**
 - Summer school: **2 drills**, one in the first week
- **Lockdown Drills:** At least **4 per year**, with **2 before Dec. 31**, held at varying times and including lunch/assembly protocols
- **Emergency Dismissal Drill:** One per year, with early dismissal **up to 15 minutes early** to test systems

(2) Parent Notification

- Parents must be notified **at least one week prior** to the Emergency Dismissal drill.

(3) State Aid

- Time lost due to Emergency Dismissal drills **does not affect State aid** under §175.5(a).

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INTRODUCTION

New York State requires each school district to develop a **district-wide school safety plan** to prevent or reduce the impact of violent incidents and emergencies and to coordinate effectively with local and county resources when such events occur. These plans address the needs of all schools in the district and align with more detailed **building-level emergency response plans**.

In response to threats ranging from acts of violence to natural and technological disasters, New York enacted the **Safe Schools Against Violence in Education (SAVE) law**, also known as **Project SAVE**. This law provides a comprehensive framework for **risk reduction, prevention, response, and recovery**.

The safety plans for Orange-Ulster BOCES were developed by the **Risk Management Department**, the **District-Wide School Safety Team**, and **Building-Level Teams**. These plans are based on previous models and incorporate guidance from:

- **FEMA's E362 Multi-Hazard Safety Program for Schools**
 - **FBI Bomb Department resources**
 - **Executive Order #26** from Governor Pataki, mandating use of the **Incident Command System (ICS)** for emergency management in all public agencies, including schools.
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SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. PURPOSE

- The **District-Wide School Safety Plan** was developed in accordance with **Commissioner's Regulation 155.17** and authorized by the Cooperative Board.
- At the direction of the Cooperative Board, the Chief Operating Officer appointed a **District-Wide School Safety Team** to oversee the creation and maintenance of this plan.
- While schools can work to **reduce the risk of violence**, predicting incidents remains difficult. Therefore, the emphasis is placed on **risk analysis** and **threat assessment**—focusing on identifying behavioral warning signs rather than profiling individuals.
- Orange-Ulster BOCES fully supports the **S.A.V.E. legislation** and is committed to district-wide collaboration in line with **Project SAVE** goals.

B. IDENTIFICATION OF SCHOOL TEAMS

- A **District-Wide School Safety Team** has been formally appointed by the Board of Education. Membership includes representatives from:
 - ❖ School Board
 - ❖ Teacher Organizations
 - ❖ Administrative Organizations
 - ❖ Parent Organizations
 - ❖ School Safety Personnel
 - ❖ Other School Personnel
 - ❖ *Student Representative (optional and limited participation)*
- *Note:* A student may serve on the team at the board's discretion but **cannot access or be present for discussions regarding confidential portions** of any safety plans.
- The District-Wide Safety Team meets **quarterly** or as needed and conducts an **annual review** of the safety plan.
- A full list of team members and their affiliations is included in the official documentation.

District-Wide School Safety Team 2025-2026

NAME	REPRESENTATION
William Boss	School Board
Deborah McBride Heppes	Chief Operating Officer
Kerri B. Stroka	Deputy Superintendent
Mark P. Coleman	Assistant Superintendent for Finance and Management Services
James Higgins	Director of Special Education and Alternative Programs
Sara Puccio	Director of Career and Technical Education
Diane E. Lang	Director of Instructional Support Services
Forrest M. Addor	Director of Technology
Kevin Sullivan	Director of Operations
Duane J. Lopez	Director of Safety and Security
Lisa Ramirez	Director of Communications
Katherine Lynch	School Food Service Director
Renee Mulligan	Coordinator of Adult & Continuing Education
Mikayla Higgins	Coordinator of Health
Anthony J. Weed	Coordinator of Safety
Catherine Sherlock	Information Processing Manager
Patricia Milburn	Transportation Coordinator
Laurie Catal	Coordinator of Purchasing
Chris Mayo	Coordinator of Interscholastic Athletics
Tammy Pospisil	Custodial Supervisor
James Scoville	Maintenance Supervisor
Halina Redner	Scribe – Operations
Laura Beck	Teachers Union
Melinda Gormley	Nurse – Special Education
Tiffany Toromanides	Nurse – CTEC
TBD	Teacher
Lisa Walsh	Para
TBD	Parent / PTA
Law Enforcement	Orange County Sheriff’s Office Representative
Security	Allied Security Representative

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

Date: March 11, 2026 CR155.17(b)(16)

The District-Wide School Safety Team conducted annual review and updates to the District-Wide School Safety plan: July 2025 CR155.17(a)

District Chief Emergency Officer

The District has designated a **Chief Emergency Officer (CEO)** or designee to oversee and coordinate school safety efforts. The CEO's responsibilities include, but are not limited to:

1. **Coordinating communication** between school staff, law enforcement, and first responders.
2. **Leading the District-Wide School Safety Team**, ensuring the development and annual update of the District-Wide Safety Plan and its alignment with Building-Level Emergency Response Plans.
3. **Promoting staff understanding** of the district-wide safety plan.
4. **Overseeing the completion and annual revision** of Building-Level Emergency Response Plans for each school.
5. **Advising on safety technology** selection and procedures for implementation.
6. **Coordinating emergency training** for all district and school staff, including mandated emergency response training.
7. **Ensuring drills** (evacuation and lockdown) are conducted in a **trauma-informed, age-appropriate** manner, without simulations or props that mimic violent incidents, in compliance with **Education Law §807**.
8. **Ensuring timely submission** of Building-Level Emergency Response Plans as required by the Commissioner.

NAME	TITLE	CONTACT	EMAIL
Duane J. Lopez	Director of Safety and Security	(845) 291-0100	Duane.Lopez@ouboces.org

The District Chief Emergency Officer was appointed on: Date: July 9, 2025 CR155.17(c)(1)(xix)

C. CONCEPT OF OPERATIONS

Emergencies in schools are defined as undesirable events that have the potential to cause injury or illness to members of the school community or disrupt the orderly educational process. These emergencies can range from acts of bullying or harassment to catastrophic natural or man-made events. To address these threats, the State of New York enacted the **Safe Schools Against Violence in Education (Project S.A.V.E.)** law. Project S.A.V.E. represents a comprehensive planning effort focused on prevention, response, and recovery in relation to various school emergencies. Orange-Ulster BOCES fully supports this legislation. The Chief Operating Officer, Board of Education, and all district staff encourage and promote ongoing district-wide cooperation in implementing Project S.A.V.E.

Emergency management is the discipline of anticipating and addressing risks. It involves not only preparing for emergencies before they occur but also supporting recovery and rebuilding efforts afterward. In schools, emergency management is a continuous process involving staff, students, administrators, parents, emergency responders, and the community in managing hazards to reduce the impact of potential disasters.

Preventive strategies and effective planning can significantly reduce the likelihood of emergencies and enable a timely and efficient response when they do occur.

To this end, districts are required to develop two types of emergency plans:

- **District-Wide School Safety Plan** – Serves as a comprehensive framework addressing safety and emergency procedures across all schools.
- **Building-Level Emergency Response Plans** – Confidential and detailed plans tailored to individual school buildings, developed based on the district-wide plan.

In the event of an emergency or violent incident, the **initial response** will be carried out by the **Building-Level Emergency Response Team**. If necessary, they will call upon the **District-Wide School Safety Team** and local emergency responders.

Threat Assessment Strategy

Preparedness includes having a threat assessment strategy so that when a threat arises, everyone knows the appropriate course of action. Threats are defined as alarming statements or behaviors that may indicate potential violence. Orange-Ulster BOCES has developed the following threat assessment strategies:

1. Threat Assessment Team Activation

The Orange-Ulster BOCES Threat Assessment Team will be activated to assess the credibility and severity of all reported threats. The team includes school administrators, school counselors, local law enforcement representatives, and—when necessary—members of the NYS Police, Mid-Hudson FBI Office, mental health professionals, and crisis intervention experts.

2. **Case-by-Case Evaluation**

Depending on the nature of the threat, Orange-Ulster BOCES will determine the appropriate response. While many threats may be managed internally, the district will not hesitate to involve outside law enforcement when necessary.

Situations assessed may include, but are not limited to:

- Bomb threats
- Custody-related threats by parents or guardians
- Personal vendettas between students or gang-related issues
- Threats against staff or retaliation related to domestic conflicts
- Intimidation efforts and other alarming behavior involving students, staff, or property

3. **Timely and Appropriate Reporting**

Orange-Ulster BOCES has clear procedures for reporting threats originating both inside and outside the school. All reports are routed to the appropriate administrator and/or law enforcement for investigation.

4. **Documentation and Monitoring**

Established procedures are in place to ensure accurate recording and monitoring of all threat-related information.

5. **Evidence Collection**

Law enforcement and school authorities will work cooperatively to collect and preserve all relevant evidence.

6. **Victim Notification and Privacy Compliance**

Upon receiving a threat, the district will evaluate the situation with the appropriate members of the Threat Assessment Team. When necessary and in accordance with privacy laws, potential victims will be notified.

7. **Enhanced Security Measures**

Following a threat, additional security precautions may be implemented, such as:

- Increased police presence
- Additional security guards
- Activation of Emergency Response Procedures (e.g., Standard Response Protocol – SRP)
- Expanded video surveillance

8. **Victim Support and Legal Options**

Orange-Ulster BOCES will counsel potential victims on civil and criminal options, including how to obtain an Order of Protection. The potential for retaliatory behavior by the offender will be considered, and extra precautions will be taken during critical periods following the intervention.

9. **Mail and Package Screening**

After a threat, all mail and packages delivered to school facilities will be screened. When needed, the U.S. Postal Service, local and state police, or the FBI will be contacted for guidance.

10. **Information Release Protocols**

Procedures are in place for communicating threat-related information to the school community and media. All communications will consider the potential impact and consequences of disseminating sensitive information.

Upon activation of the Building-Level ERT or Threat Assessment Team, the **District Chief Emergency Officer or designee** will be immediately notified. Where appropriate, local emergency officials will also be contacted.

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 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 Safety Team was appointed by the Board of Education on: (date) March 11, 2026 CR 155.17(b)(16)
2. The District-Wide School Safety Plan Draft 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) January 21, 2026 and ended on February 21, 2026 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 March 11, 2026 CR 155.17(c)(3)
4. The District-Wide School 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. The board approved District-Wide School Safety Plan will be posted on the District Website on March 11, 2026.

URL for the District-Wide School Safety Plan:

<https://www.ouboces.org/programs-services/health-safety-risk-management/district-wide-safety-plan>

SECTION II: RISK REDUCTION / PREVENTION AND INTERVENTION

A. PREVENTION / INTERVENTION STRATEGIES

To be effective, violence prevention programs must involve **community-wide collaborative efforts**. These include participation from students, families, teachers, administrators, support staff, mental health professionals, law enforcement, emergency responders, school security personnel, school board members, and the broader business community. School administrators are responsible for bringing these constituencies together to develop strategies tailored to their school and community environments.

While school boards and administrators shape the overall safety climate, **teachers play a critical frontline role**. They are directly involved in both the development and implementation of school safety programs due to their regular, close contact with students.

Collaborative Efforts

Additional prevention and intervention strategies include formal collaborations with local and state law enforcement agencies, as well as community-based mental health and support organizations.

Program Initiatives

School administrators and teachers have implemented various programs designed to reduce student isolation and alienation, while promoting **positive self-respect and respect for others**. Prevention and intervention activities are proactive measures taken **prior to an emergency or crisis** to eliminate threats or reduce their potential impact.

In general, these initiatives aim to:

- **Establish clear behavioral standards** for how individuals are expected to treat one another.
- **Align classroom behavioral expectations** with school and district-wide policies.
- Ensure these standards are **communicated to students** and that a copy is **shared with parents/guardians**.
- Foster a **school-wide culture of shared values**, developed collaboratively and known by all members of the school community.
- **Improve communication channels** with students who may feel isolated, alienated, or who exhibit low self-esteem.
- Help students set and achieve short- and long-term goals, and ensure that **progress is recognized and celebrated**.
- Teach **resilience and resistance strategies** to students facing intimidation, bullying, or social isolation.
- **Model and reinforce core values** such as respect, learning, character, cooperation, and responsibility.
- Encourage **cooperative learning and team-based activities** that promote peer collaboration and community-building.

- Integrate core values into **age-appropriate curriculum and classroom discussions**, including writing assignments.
- Promote **student engagement** in the broader school community through clubs, leadership opportunities, and service projects.
- **Recognize and reward positive, responsible student behavior**, both academically and socially.
- Provide **academic and emotional support** for troubled or withdrawn students, including victims of bullying or violence.
- Cultivate an environment that supports **open, confidential communication** between students and staff, offering multiple safe channels for reporting concerns about violence, bullying, or threats—while actively addressing student fears of retaliation.

Improving Communication with Students

(Aligned with NYSED Requirements, including DASA, Project SAVE, and Education Law §2801)

Orange-Ulster BOCES is committed to fostering a safe, inclusive, and respectful learning environment where students understand and adhere to behavioral expectations. In compliance with **New York State Education Law**, the **Dignity for All Students Act (DASA)**, and **Project SAVE**, student behavior expectations are communicated clearly and consistently, ensuring due process and equitable treatment for all students.

Each year, the **Student Code of Conduct (Policy 6312)** is reviewed and updated by Orange-Ulster BOCES in accordance with **Commissioner's Regulation §100.2(I)** and presented to the Board of Education for approval. *(See Appendix 4 for details.)*

The **Code of Conduct** outlines behavioral expectations and disciplinary processes developed in collaboration with students, families, staff, public safety officials, mental health agencies, and legal counsel.

Inclusive Development of Behavioral Guidelines

Behavioral standards are developed using input from students, parents/guardians, school staff, public safety professionals, mental health experts, and legal advisors.

Communication and Implementation Procedures

1. **Rule Development with Stakeholder Input**
Behavioral expectations are established based on community values and legal requirements, ensuring they are inclusive, developmentally appropriate, and culturally responsive.
2. **Purpose and Comprehension**
All rules have a clearly defined purpose. Expectations are presented to students both verbally and in writing, and comprehension is confirmed through discussion, class presentations, or assessments.
3. **Posting of Key Rules**
Summarized rules from the Code of Conduct are prominently posted in classrooms and common areas to reinforce expectations and promote a positive school culture.

4. **Distribution and Acknowledgment**

A copy of the Code of Conduct is provided to students and families at the start of each school year. An **acknowledgment form**, signed by both student and parent/guardian, is required and retained by the school.

In accordance with Education Law §2801(4), a **public hearing** is held annually to allow parents/guardians to ask questions, offer feedback, and engage in the policy review process.

5. **Language Access**

The Code of Conduct is made available in multiple languages as needed to ensure accessibility for all families, as required by **DASA and federal civil rights guidance**.

6. **Consistent and Equitable Enforcement**

Discipline is administered fairly and without bias. Consequences for infractions are applied consistently, in accordance with pre-established procedures and **student due process rights** under the U.S. and NYS Constitutions.

7. **Timely Communication with Families**

All violations and resulting disciplinary actions are communicated promptly and clearly to students and parents/guardians.

8. **Zero Tolerance for Discrimination, Harassment, and Bullying**

In compliance with **DASA (Education Law §§10–18)**, all forms of harassment, intimidation, bullying, and discrimination (including based on race, weight, national origin, ethnicity, religion, sexual orientation, gender identity, or disability) are taken seriously and investigated. Appropriate consequences and remedial actions are implemented.

Disciplinary Measures for Serious Violations

Suspension or expulsion of students—and disciplinary action, including possible termination, for staff—may be initiated for **serious misconduct**, consistent with **Project SAVE, Education Law §3214**, and **Gun-Free Schools Act** requirements. These include but are not limited to:

Mandatory Disciplinary Actions:

- **Possession of a firearm** on school property or at school events

In accordance with the **1994 Gun-Free Schools Act** and **Education Law §3214(3)(d)**, a one-year minimum suspension is required for any student found bringing a firearm to school. The Chief Operating Officer may modify the penalty on a case-by-case basis. All such incidents must be reported to the criminal or juvenile justice system.

Other Serious Violations May Include:

- Possession or use of a weapon capable of inflicting serious bodily harm
- Physical assault on a student, teacher, administrator, or staff member
- Verbal threats against students or school personnel
- Possession, use, or sale of illegal drugs on school grounds
- **Retaliation or threats of retaliation** against any person reporting misconduct, including under DASA
- Any conduct that endangers the safety, physical or emotional well-being of others, or disrupts the educational process

Anti-bullying Programs

(In compliance with DASA, Education Law §2801, and Commissioner’s Regulations Part 100.2)

Orange-Ulster BOCES is committed to creating and maintaining a school environment where students are safe, supported, and treated with dignity and respect. Bullying—whether physical, verbal, psychological, or cyber—is strictly prohibited and will not be tolerated. Bullying is recognized as a pervasive issue that can lead to antisocial, dangerous, and unlawful behaviors. It must never be dismissed as typical behavior or a rite of passage.

Orange-Ulster BOCES implements a comprehensive anti-bullying program aligned with the **Dignity for All Students Act (DASA)** and the requirements of **Project SAVE**, with a focus on prevention, early identification, intervention, and accountability. Annual DASA training is provided to all staff members, as required by **Commissioner’s Regulation §100.2(jj)**.

District-Wide Program Components

1. Definition of Bullying

A clear and inclusive definition of bullying is developed with input from students, staff, parents/guardians, volunteers, and law enforcement. It encompasses:

- **Physical** bullying (e.g., hitting, pushing)
- **Verbal** bullying (e.g., threats, slurs)
- **Psychological** bullying (e.g., manipulation, exclusion)
- **Cyberbullying** (e.g., online harassment or intimidation)

This definition is communicated across the school community through student handbooks, staff training, assemblies, and parent materials.

2. Rules and Code of Conduct

Specific rules prohibiting bullying are included in the **Orange-Ulster BOCES Code of Conduct (Policy 6312)**. Disciplinary consequences for bullying are clearly outlined, consistent with **Education Law §2801** and **Education Law §3214**.

3. Prompt Investigation of Reports

All reports of bullying are investigated promptly and thoroughly by designated personnel. Investigations assess both the incident and any underlying bias, discrimination, or harassment, consistent with DASA.

4. Reporting Mechanisms

Multiple methods are available for students, staff, and parents to report incidents of bullying, including:

- In-person reporting to school personnel
- Anonymous reporting systems
- Digital forms (if applicable)
- Designated DASA Coordinators at each campus

5. **Privacy and Protections**

All reports and investigations comply with **FERPA** and other applicable privacy laws. Orange-Ulster BOCES takes care to:

- Protect victims and witnesses from retaliation
- Maintain confidentiality in disciplinary actions
- Provide relevant staff with limited, need-to-know information
- Protect students from false accusations through due process

6. **Parental Notification**

Parents/guardians of both the alleged victim and the alleged aggressor are notified whenever a formal bullying report is filed. Mediation or conflict resolution conferences may be considered when appropriate and with parental consent.

7. **Monitoring and Data Collection**

A central system is used to monitor, record, and review all incidents of bullying. Data is analyzed to identify trends and inform prevention efforts.

8. **School Climate Surveys**

Periodic surveys are conducted among students, families, and staff to assess:

- Prevalence of bullying
- Locations and timing of incidents (including buses and travel to/from school)
- Effectiveness of school-based interventions

9. **Focus Groups and Dialogue**

When warranted, focus groups or student forums are convened to explore bullying-related issues and collaboratively develop solutions.

10. **Use of Community Resources**

Orange-Ulster BOCES collaborates with community agencies, mental health providers, and law enforcement to provide:

- Immediate intervention when necessary
- Long-term support services
- Prevention education

11. **Intervention for Bullies and Support for Victims**

Interventions are provided at the classroom level and beyond, including:

- Counseling and support referrals for victims
- Behavior modification plans or counseling for aggressors
- Restorative practices when appropriate

12. **Documentation of Incidents and Interventions**

All incidents of bullying and corresponding interventions are documented by staff. Records include the nature of the incident, parties involved, action taken, and follow-up measures to ensure accountability and ongoing support.

District-Wide Gang Prevention and Intervention Measures

1. Law Enforcement Collaboration

Orange-Ulster BOCES maintains active partnerships with local and regional law enforcement agencies to:

- Share information on emerging gang trends or activity
- Train school personnel to recognize gang-related symbols, behaviors, and recruitment tactics
- Coordinate interventions when students are identified as being at risk of gang involvement

2. Monitoring of Gang-Related Indicators

Staff remain alert to signs of gang affiliation, including:

- Gang-related clothing or colors
- Tattoos, symbols, hand signs, and graffiti
- Changes in behavior, attendance, or peer groups

The **Orange-Ulster BOCES Dress Code** is enforced to prohibit outward manifestations of gang affiliation or identification, consistent with constitutional rights and district policy.

3. Parental Notification and Support Services

When a student is reasonably suspected of gang involvement, **parents/guardians are promptly notified**. The district provides access to:

- Counseling services
- Law enforcement contacts
- Community-based programs focused on gang prevention, youth mentorship, and intervention

4. Collaboration with Students' Home School Districts

Orange-Ulster BOCES works collaboratively with each student's **home school district** to:

- Share relevant behavioral and safety information (as permitted by law)
- Coordinate academic, counseling, and disciplinary interventions
- Align prevention strategies and ensure continuity of services across educational settings

This program is part of a broader effort by Orange-Ulster BOCES to build a **safe, inclusive, and violence-free educational environment**. Gang prevention is integrated into the district's overall strategies for **violence prevention, student support, and behavioral intervention**, as outlined in this plan.

Suicide Prevention

(Aligned with Project SAVE, Education Law §2801-a, and Mental Health Education Requirements)

Suicide is a leading cause of death among school-aged youth and is significantly more common than school homicides. Suicide prevention is an essential component of the Orange-Ulster BOCES District-Wide School Safety Plan and is closely linked to the district's broader efforts to prevent school violence, promote mental health, and support student well-being.

Effective suicide prevention not only seeks to reduce instances of self-harm but also aims to prevent incidents involving students who may express suicidal intent through violent actions directed toward others.

District-Wide Suicide Prevention Measures

1. Identification of At-Risk Students

Orange-Ulster BOCES implements procedures to help staff identify students at risk of suicide through:

- Classroom observations and behavior flagging protocols
- Mental health screenings when appropriate
- Confidential referrals to trained mental health professionals
- Use of school-based personnel (counselors, social workers, school psychologists) for assessment and intervention

The **District Threat Assessment Team (TAT)** is trained to assess risk factors related to suicidal ideation, including behaviors that may be indicative of a threat to self or others. The TAT works in coordination with building-level Threat Assessment Teams and outside professionals as needed.

2. Response Protocols for Threats and Events

Orange-Ulster BOCES maintains a clearly defined **suicide intervention protocol**, which includes:

- Immediate safety planning and supervision of the student
- Notification of parents/guardians
- Activation of crisis response services and behavioral health evaluations
- Referral to external providers for emergency assessment if warranted

In the event of a suicide or serious suicide attempt, the **Post-Incident Response Team** is mobilized to support students, staff, and families. The PIRT coordinates:

- Mental health support and grief counseling
- Classroom support for peers
- Staff debriefings and communication plans
- Ongoing monitoring for trauma responses in the school community

3. Access to Crisis Resources

Students are provided access to:

- **The 988 Suicide & Crisis Lifeline** (national, 24/7)
- Local mental health crisis hotlines and walk-in centers
- School-based counseling and social-emotional support
- Printed and digital materials that promote help-seeking and reduce stigma

4. **Education and Training**

Suicide prevention education is integrated into health and mental health curricula in accordance with **NYSED mental health education requirements**. Age-appropriate content emphasizes:

- Coping strategies
- Seeking help for self or peers
- Resilience and protective factors
- Recognizing the warning signs of suicide

In addition, Orange-Ulster BOCES provides:

- **Annual professional development** for faculty and staff on suicide awareness and referral protocols
- **Parent/guardian outreach and education** on suicide prevention, community resources, and how to support their children
- Student awareness campaigns and peer-led initiatives that promote connectedness and mental wellness

5. **Partnerships with Mental Health Agencies**

Orange-Ulster BOCES maintains active partnerships with:

- County and community mental health agencies
- Mobile crisis response teams
- Hospitals and outpatient behavioral health clinics
- Youth advocacy and suicide prevention organizations

These partnerships support:

- Immediate intervention during crises
- Continuity of care for students returning from hospitalization
- Long-term counseling referrals and therapeutic services
- Collaboration in suicide postvention planning and recovery

Orange-Ulster BOCES integrates suicide prevention into its broader **mental health education** and **school climate initiatives**, as required under New York State law. Prevention strategies are designed to foster connectedness, resilience, and a culture where all students feel seen, heard, and supported.

Mental Health Awareness and Early Intervention

One of the greatest challenges facing society is the widespread misunderstanding and stigma associated with mental health. These misconceptions often lead to negative attitudes that hinder individuals with mental illness from being fully accepted and supported within their communities. As a result, both individuals and their families may experience barriers to receiving the care they need to live productive, fulfilling lives.

Recognizing and responding to the **early warning signs** of mental illness is critical. Early intervention can reduce the severity of a mental health condition and, in some cases, delay or prevent the onset of major mental illness.

Warning Signs and Symptoms

If several of the following signs are observed, it may be beneficial to consult with a mental health professional:

- **Withdrawal:** Recent social withdrawal or loss of interest in peers and activities.
- **Drop in Functioning:** Noticeable decline in academic, social, or personal performance.
- **Problem Thinking:** Difficulty with concentration, memory, logical thought, or speech.
- **Apathy:** Loss of motivation or interest in activities once enjoyed.
- **Increased Sensitivity:** Overreaction to sensory input (light, noise, touch, etc.).
- **Feeling Disconnected:** A sense of unreality or being detached from oneself or surroundings.
- **Illogical Thinking:** Unfounded or exaggerated beliefs, magical thinking, or irrational ideas.
- **Nervousness:** Suspiciousness, anxiety, or irrational fear of others.
- **Unusual Behavior:** Behavior that is inconsistent with the student's typical demeanor.
- **Changes in Sleep or Appetite:** Significant changes in sleep patterns, appetite, or personal hygiene.
- **Mood Changes:** Rapid or extreme changes in emotions or demeanor.

Response and Support Structures

Orange-Ulster BOCES maintains a proactive approach to student mental health by integrating the following into its overall safety and support framework:

- A **Threat Assessment Team** trained to recognize and respond to behavioral concerns that may indicate risk.
- A **Post-Incident Response Team** prepared to support students and staff in the aftermath of a traumatic event or crisis.
- **Partnerships with outside mental health providers** to expand access to professional services and crisis support.
- Ongoing **professional development** for staff on trauma-informed practices, suicide prevention, and mental health awareness.

By fostering a supportive school climate and encouraging early action, Orange-Ulster BOCES is committed to protecting the emotional and psychological well-being of all students.

What Can You Do? - C.A.R.E.

C... be *CONSCIOUS* of your student's behavior;

A... be *ALERT* to signs of serious mental health issues;

R... *REFER* concerns to a trained school professional: principal, nurse, social worker, counselor or school psychologist.

E... *EVERYONE* plays a role in supporting and caring for our students' mental health.

School-Based Suicide Prevention

Suicide among youth is a complex issue influenced by multiple factors that interact in unique ways for each individual. There is no single method to predict if a student will attempt or die by suicide, but understanding common risk and protective factors can help school personnel identify and support students who may be at risk.

Given the significant amount of time students spend in school, it is essential that faculty and staff are educated about the risk factors, warning signs, and protective factors related to youth suicide. Research demonstrates that many suicidal youths communicate their distress either verbally or through changes in behavior. Recognizing these clues enables school personnel to intervene early and potentially prevent a suicide attempt or death.

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
<p>Students at increased risk of suicide may exhibit one or more of the following:</p> <ul style="list-style-type: none"> ● Previous Suicide attempt or gesture ● Feelings of hopelessness or isolation ● Mental illness (depression / mood disorders) ● Family history of mental illness or suicidal behavior ● Substance abuse disorder ● Family history of suicidal behavior ● Exposure to significant life stressors (e.g., loss of relationships, disciplinary or legal problems) ● Access to firearms or other means ● History of physical or sexual abuse ● Conduct or disruptive behavior disorders ● Identification as LGBTQ+ (lesbian, gay, bisexual, transgender, or questioning) ● Juvenile delinquency ● Academic difficulties or school-related problems ● Exposure to suicide contagion or imitation through peers or media ● Chronic physical illness ● Homelessness or having run away from home ● Aggressive-impulsive behaviors 	<p>Students may also show immediate warning signs indicating acute risk, including:</p> <ul style="list-style-type: none"> ● Withdrawal from friends, family and social activities ● Talking about suicide or expressing plans to harm themselves ● Seeking access to means for self-harm or suicide ● Statements such as “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 physical complaints linked to emotional distress (e.g. stomachaches, headaches, fatigue, etc.) ● Preoccupation with death or dying ● Increased impulsivity, including violent or rebellious behavior ● Expressing feelings of worthlessness, hopelessness, or being “beyond help” ● Sudden mood improvement after a depressive episode, potentially signaling a decision to attempt suicide ● Marked personality change and serious mood changes. ● Giving away prized possessions ● Marked personality and mood changes ● Difficulty concentrating and declining academic performance

School staff who observe any combination of these risk factors or warning signs should promptly refer the student to designated mental health personnel for assessment and support. Early recognition and intervention are vital components of a comprehensive school suicide prevention strategy.

Programs to Improve Communications and Safety

The following programs and activities are utilized district-wide to enhance communication between students and between students and staff. Improved communication supports timely reporting and intervention for potentially violent incidents.

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

Training, Drills and Exercises

Orange-Ulster BOCES is committed to ensuring the safety of all students and staff through comprehensive multi-hazard emergency preparedness training and exercises. The district complies with state regulations and implements best practices to maintain readiness for a variety of emergency scenarios.

Annual Training

- All staff must complete annual training on the Building Level Emergency Response Plan (BLERP) by **September 15th** each year, covering violence prevention, mental health, emergency procedures, and the Incident Command System (ICS).
- New employees hired after the school year begins must complete this training within **30 days of hire** or as part of the district's new hire program, whichever is sooner.
- Orientation for all personnel includes potential hazards, communication protocols, and emergency roles.
- By **October 1st**, written emergency procedure information is provided to all students and staff.

Emergency Drills

- **12 drills per school year** are conducted:
 - **4 Lockdown Drills**
 - **8 Evacuation Drills**, with 4 involving fire escapes or secondary egress routes where applicable
- Drills are conducted at various times during the school day, including lunch and assemblies.
- **2 Evacuation Drills** are conducted during the summer session, with one occurring during the first week.
- An **Emergency Dismissal Drill** is held annually to test communication, transportation, and public information procedures. Parents or guardians are notified at least one week in advance.
- **Shelter-in-place drills** for severe weather events (e.g., tornadoes or thunderstorms) are conducted annually to practice staff and student movement to designated safe areas.

Tabletop and Full-Scale Exercises

- **Tabletop Exercises** involve school staff, local law enforcement, and emergency responders in a discussion-based format to review and practice emergency roles and decision-making.
- **Full-Scale Exercises** simulate real-world emergency conditions using multiple partners (law enforcement, fire, EMS, county emergency management), including props, actors, or simulated emergencies. These are **not conducted during regular school days or during school activities** unless prior **written parental consent** is obtained.

Conducting Drills

Drills are conducted in a **trauma-informed and developmentally appropriate manner** and adhere to the following best practices:

Drills Should:

- Be conducted **after** annual emergency training has been completed by staff and students.
- Occur on **different days and at different times** during the school day.
- Be **documented using standardized forms**, including the **Lockdown Drills Worksheet**, which is completed by school administrators or safety officers for each Lockdown Drill. This worksheet tracks participation, response time, and areas for improvement, and is reviewed by the Building-Level Emergency Response Planning Team.

Drills Shall NOT:

- Simulate an actual emergency.
- Use props, actors, or simulated violence.
- Be referred to as “Active Shooter Drills.”
- Cause students or staff to believe an actual emergency is occurring.

Lockdown Drills Documentation

- Each **Lockdown Drill** must be documented using the **Lockdown Drills Worksheet**, which records:
 - Date and time of the drill
 - Participants (students, staff, law enforcement)
 - Observations and time metrics
 - Areas of success and need for improvement
- Worksheets are reviewed by the Building-Level Emergency Response Planning Team and shared with the Chief Emergency Officer and District-Wide School Safety Team for analysis and follow-up.

Post-Drill Procedures

- Staff and students are encouraged to provide feedback after each drill or exercise.
- Observations are submitted to the **Building-Level Emergency Response Planning Team** representative.
- **Immediate safety concerns** are reported to the building principal for prompt corrective action.
- After-action reports and Lockdown Drills Worksheets are reviewed at the district level for improvement planning.

Compliance & Instruction

- In accordance with **Education Law § 808**, **45 minutes of emergency preparedness instruction** is delivered monthly to students in **grades K–12**.
- Annual **mandatory compliance training** for staff is conducted. See **Appendix 9** for additional compliance training details.

Trauma-Informed Definitions

- **Trauma:** An emotional response to deeply distressing or disturbing events such as violence, natural disasters, abuse, neglect, or loss.
- **Trauma-Informed:** Awareness of how trauma affects physical, emotional, and mental health in students and adults.
- **Trauma-Informed Drills:** Drills that avoid triggering prior trauma by eliminating props, simulations, or inappropriate content, and that recognize potential emotional responses in participants due to previous exposure to trauma.

Implementation of School Security

Orange-Ulster BOCES employs a multi-layered approach to ensure a secure environment for students, staff, and visitors across all campuses. This includes physical security measures, personnel protocols, and partnerships with law enforcement agencies.

Security Personnel

- **Security Staff Deployment:** Trained security personnel are assigned to greet visitors, monitor building entrances, and maintain a visible presence throughout the school day.
- **Qualifications:** Security personnel are selected based on prior **law enforcement experience**, **military service**, or **training in juvenile intervention** and school-specific safety protocols.
- **On-Site Law Enforcement:** A partnership with the **local sheriff's office** places uniformed officers on campus. These officers are available to respond to emergencies, assist with drills, and support threat assessment processes.
- **Memorandum of Agreement (MOA):** A formal MOA between Orange-Ulster BOCES and the local sheriff's office outlines the **roles, responsibilities, and training expectations** of law enforcement assigned to school sites. (Refer to **Appendix 3** for details.)

Security Measures and Physical Safeguards

- **Controlled Access:** Entrance to school buildings is restricted and monitored through visitor screening procedures, which may include ID checks, sign-in protocols, and visitor badges.
- **Building Hardening:** All facilities are equipped with enhanced security features, such as:
 - Secure entry vestibules
 - Surveillance camera systems
 - Access control systems (e.g., key fobs or PIN entry)
 - Lockdown capabilities
- **Use of Metal Detectors:** On a case-by-case basis, **portable metal detectors** may be deployed as a preventive measure during events or in response to specific threats.
- **Age-Appropriate Strategies:** Security measures are tailored by grade level (elementary, middle, and high school) to ensure both safety and developmental appropriateness.

Site Assessments and Plan Adjustments

- The **Orange-Ulster BOCES Health and Safety Division** conducts **periodic safety and security assessments** of all school sites.
- Findings from these assessments are shared with each **Building-Level Emergency Response Planning Team** to guide the **updating and improvement** of their site-specific plans.
- These assessments serve to identify vulnerabilities, support ongoing compliance, and **strengthen building security in alignment with district-wide safety goals.**

Vital Educational Agency Information

In accordance with New York State Education Law and school safety planning regulations, the **Orange-Ulster BOCES District-Wide School Safety Plan** is a public document and is posted on the district's official website. To protect sensitive data and operational integrity:

All vital educational agency information—including contact information for key personnel, detailed floor plans, transportation routes, and emergency resources—is maintained within the confidential Building-Level Emergency Response Plans.

These Building-Level plans are **confidential** and are only shared with law enforcement and first responders in accordance with state law to ensure appropriate emergency response and coordination.

B. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

Orange-Ulster BOCES is committed to the early identification and prevention of behaviors that may indicate a risk of violence. The District utilizes a proactive, multi-tiered approach involving staff training, student education, and collaborative interventions to recognize and address warning signs before they escalate.

Student Engagement and Code of Conduct

All students receive a **Code of Conduct** as part of their student handbook. Expectations for behavior are communicated clearly and consistently, and the delivery is tailored by program, age/grade level, and developmental capacity. Staff are trained to recognize deviations from expected behavior and escalate concerns through appropriate channels.

Training for Staff

Staff are equipped with tools to help identify early warning signs of concerning behavior and respond appropriately. Orange-Ulster BOCES provides the following professional development and safety training opportunities (not limited to):

- **Emergency Response for Schools**
- **Incident Command System (ICS)**
- **Stop the Bleed**
- **Threat Assessment Team Protocols**
- **Crisis Intervention**
- **Response to Active Shooter and Mass Casualty Events**
- **Family Reunification Procedures**
- **Dignity for All Students Act (DASA) Training**
- **Sexual Harassment Awareness and Prevention**
- **Violence Prevention Strategies**
- **Mental Health Awareness**
- **Workplace Violence Prevention**

These trainings ensure that staff are aware of potential indicators of violence, such as social withdrawal, verbal threats, aggression, or changes in behavior, and that they know how to report concerns through the proper protocols.

Integration with Safety and Support Teams

Concerns identified through early detection are shared with the **Building-Level Emergency Response Teams, Threat Assessment Teams, and Post-Incident Response Teams** for evaluation and intervention. The district also maintains partnerships with **outside mental health professionals and agencies** for additional support when needed.

Through these combined efforts, Orange-Ulster BOCES aims to create a safe and supportive environment where early concerns are taken seriously and addressed in a timely, collaborative, and effective manner.

Threat Assessment

Orange-Ulster BOCES recognizes the importance of early identification and intervention in situations where individuals may pose a threat of targeted violence. As part of its District-Wide School Safety Plan, Orange-Ulster BOCES employs a standardized threat assessment process that aligns with best practices established by the **United States Secret Service National Threat Assessment Center (NTAC)** and the **Dewey Cornell Model**.

This model supports the district's goal of preventing school violence through proactive behavioral assessment rather than reactive profiling.

District Policy and Approach

At the district level, Orange-Ulster BOCES has developed procedures that:

- **Focus on Behavior Over Profiles:** The district does not use demographic or psychological "profiling" to assess potential threats. Instead, threat assessment emphasizes identifying specific behaviors or indicators that suggest a student or individual may be progressing toward an act of violence.
- **Encourage Broad Information Gathering:** Threats are not solely assessed based on verbal or written communications. Individuals who pose a serious risk may never explicitly state their intentions. Therefore, the threat assessment process also considers attack-related behaviors, interest in weapons or past attacks, and concerning changes in behavior or expression.
- **Utilize a District-Wide Threat Assessment Protocol:** A standardized **Threat Assessment Form** and accompanying procedures are used throughout all BOCES buildings to document concerns, assess risk, and coordinate follow-up. These forms are reviewed and updated annually as part of the district's emergency planning cycle.

Key Investigative Questions

District threat assessment teams, in collaboration with building-level teams, use the following ten investigative questions to evaluate the credibility and seriousness of a threat:

1. What motivated the individual to make the concerning statement or engage in the behavior?
2. What has the individual communicated to others regarding intent?
3. Has the individual shown an interest in prior acts of targeted violence, weapons, or extremist beliefs?
4. Has the individual engaged in attack-related behaviors such as threats, harassment, or surveillance?
5. Is there a history of mental illness, particularly with evidence of acting on delusional or persecutory thoughts?
6. How organized and capable is the individual of planning and executing an act of violence?
7. Has the individual experienced recent personal loss, humiliation, or rejection that may have led to feelings of desperation?
8. Are statements made by the individual consistent with their actions or behavior?
9. Are others (e.g., peers, family, school staff) concerned about the individual's potential for violence?
10. Are there protective or aggravating factors in the individual's life or environment that influence the likelihood of violence?

Multidisciplinary Threat Assessment Teams

Each BOCES building maintains a **Building-Level Threat Assessment Team** that reports to and coordinates with the **District Safety Team**. These teams include building administrators, mental health staff, school resource officers, and designated security personnel.

Teams receive training in:

- Threat identification and behavioral analysis
- FERPA-compliant information sharing practices
- Coordination with mental health and law enforcement partners
- De-escalation and intervention techniques

Cross-Agency Coordination

Orange-Ulster BOCES maintains partnerships with local law enforcement, mental health agencies, and home school districts to ensure coordinated response and support. Threat assessment cases that involve students from component districts are handled in collaboration with those districts to ensure consistent monitoring, documentation, and support across educational settings.

All findings, recommendations, and interventions from the threat assessment process are documented and secured in accordance with district confidentiality protocols and state regulations.

C. HAZARD IDENTIFICATION

Orange-Ulster BOCES is committed to the continual identification, evaluation, and mitigation of hazards that could impact the safety of students, staff, and visitors. As part of this effort, faculty and staff are required to conduct **daily visual inspections** of their assigned classrooms, offices, specialty rooms, playgrounds, athletic fields, and other workspaces to identify potential hazards.

If any hazardous condition is identified:

- It is immediately reported to the **building administrator**.
- If the condition presents an imminent threat to health or safety, the building administrator will notify the **Chief Emergency Officer** without delay for immediate corrective action.

Administrative Oversight and Support

Building administrators are responsible for ensuring that hazard reports are:

- Properly documented
- Addressed in a timely manner
- Escalated to Risk Management and/or Facilities departments as necessary

Periodic hazard assessment reports are compiled to support district-level planning, facilities improvements, and emergency preparedness activities.

Partnerships and Risk Evaluation

Orange-Ulster BOCES collaborates regularly with:

- The **Risk Management Department**
- **Local emergency response agencies**
- **Building-Level Safety Committees**

These partners assist in conducting risk evaluations, tabletop exercises, hazard-specific drills, and on-site inspections to help identify vulnerabilities within all district facilities.

Examples of Sites and Potential Hazards

The following are examples of sites across Orange-Ulster BOCES and the types of hazards they may present:

SITE TYPE	POTENTIAL HAZARDS
Laboratories	Chemical spills, fire hazards, equipment misuse
Culinary Arts Rooms	Burns, cuts, kitchen equipment accidents
Technology/Shop Areas	Electrical hazards, power tools, mechanical injury
Outdoor Athletic Fields	Uneven surfaces, extreme weather, equipment failure
Playgrounds	Fall risks, unsafe structures, insect nests
Parking Areas & Walkways	Vehicle-pedestrian conflict, ice/snow, poor lighting
Mechanical Rooms	Restricted access, confined spaces, gas leaks
Hallways & Stairwells	Slips, trips, congestion during emergencies
Loading Docks/Deliveries	Heavy equipment, delivery vehicle hazards

This process of hazard identification is a core element of Orange-Ulster BOCES's overall safety program and directly supports both **Building-Level Emergency Response Plans** and the **District-Wide School Safety Plan**.

BUILDING	POTENTIAL EMERGENCIES
Emmanuel Axelrod Special & Alternative Education Center 53 Gibson Road Goshen, NY 10924	Transportation Accidents Black Dirt Storms UST Leaks
Career & Technical Education Center 39 Gibson Road Goshen, NY 10924	Transportation Accidents Black Dirt Storms UST Leaks
Administration Building – Gibson Road Campus 53 Gibson Road Goshen, NY 10924	Transportation Accidents Black Dirt Storms UST Leaks
Operations – Health & Safety & Carl P. Onken Conference Center 43 Gibson Road Goshen, NY 10924	Transportation Accidents Black Dirt Storms UST Leaks
Terrance L. Olivo Building at the Regional Education Center at Arden Hill 4 Harriman Drive Goshen, NY 10924	Transportation Accidents Black Dirt Storms UST Leaks
Central Administration – Arden Hill Campus 2 Harriman Drive Goshen, NY 10924	Transportation Accidents Black Dirt Storms UST Leaks
Newburgh Adult Learning Center 3 Washington Center Newburgh, NY 12550	Traffic Accidents Proximity to Indian Point
Middlehope Elementary School 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 High School & Middle School 2320 Route 6 Slate Hill NY 10973	Transportation Accidents
Otisville Elementary School 2525 Mount Hope Road Otisville, NY 10963	Transportation Accidents
Pine Island Elementary School 20 School House Road Pine Island, NY 10969	Transportation Accidents Black Dirt Storms
Hamilton Bicentennial Elementary School 929 US-209 Cuddebackville, NY 12729	Transportation Accidents
Port Jervis Middle School 10 Route 209 Port Jervis, NY 12771	Transportation Accidents

Indian Point Nuclear Facility Emergency

While no Orange-Ulster BOCES facilities fall directly within the **Emergency Planning Zone (EPZ)**—defined as a 10-mile radius surrounding the Indian Point Energy Center—**many of our students reside in or are transported from communities that do.**

In the event of a nuclear emergency and **activation of the Emergency Alert System (EAS)** related to Indian Point:

- Orange-Ulster BOCES will **immediately implement procedures** in accordance with guidance provided by the **Orange County Emergency Operations Center (EOC)** and other authorized emergency management agencies.
- The district will prioritize **student accounting, transportation coordination, and reunification**, particularly for students from EPZ communities.
- **Transportation procedures** will be aligned with the directives from the County EOC and may include early dismissal, relocation, or coordinated reunification at predetermined off-site locations.

All relevant staff, particularly transportation and administrative personnel, will be trained annually on Indian Point response protocols and communication procedures.

SECTION III: RESPONSE

A. NOTIFICATION AND ACTIVATION (INTERNAL AND EXTERNAL COMMUNICATIONS)

In the event of an emergency, Orange-Ulster BOCES will initiate immediate notification protocols to ensure timely and effective communication with internal and external stakeholders. Communication systems are in place to support the rapid transmission of information via email, text, and phone alerts—automatically triggered when 9-1-1 is dialed from a district phone system.

If a staff member uses a personal or district-issued cell phone to contact emergency services, they must also notify the main office immediately. Office personnel will then alert the building principal and/or designee. If the principal cannot be reached, central office administration will be contacted. Should the main office be compromised or otherwise involved in the incident, the pre-identified alternate command site—outlined in the Building-Level Emergency Response Plan—will assume responsibility for notification procedures.

In the case of a violent incident or imminent threat, Orange-Ulster BOCES administrators will activate the **Lockdown Emergency Notification System (LENS)**. This system delivers immediate alerts to all campus personnel and initiates direct contact with appropriate law enforcement agencies.

As needed, the **Blackboard Connect** mass communication system will be used to provide emergency updates and safety instructions to staff, students, and families. Building-Level Emergency Response Plans (BLERPs) provide detailed building-specific notification procedures to ensure faculty, students, visitors, and staff are appropriately informed during an emergency.

In situations involving regional threats or disasters, such as weather-related events or hazardous material incidents, Orange-Ulster BOCES will work in coordination with the **Orange County Emergency Operations Center** and disseminate information to affected educational agencies and component school districts. Information from official sources (e.g., phone, email, or fax) will be relayed without delay.

The district's emergency communication system includes, but is not limited to, the following tools:

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

In all emergency or impending emergency situations, Orange-Ulster BOCES will notify all building principals and facility administrators across the district to implement appropriate response actions as outlined in their respective emergency plans.

District Emergency Telephone Numbers

1. ORANGE-ULSTER BOCES

TITLE	NAME	TELEPHONE NUMBER
Chief Operating Officer	Deborah McBride Heppes	845-291-0100 x10111
Deputy Superintendent	Kerri B. Stroka	845-291-0100 x10121
Assistant Superintendent	Mark P. Coleman	845-291-0100 x10161
Operations and Maintenance		
Director of Operations	Kevin Sullivan	845-291-0100 x10150
Assistant Director of Operations	Janet Calnan	845-291-0100 x10136
Director of Safety and Security *District Chief Emergency Officer	Duane J. Lopez	845-291-0100 x10722
Communications		
Director of Communications	Lisa Ramirez	845-291-0100 x10114
Information Processing Manager	Catherine Sherlock	845-781-4363 x10745
Risk Management		
Coordinator of Health	Mikayla Higgins	845-781-4887 x10761
Coordinator of Safety	Anthony J. Weed	845-781-4887 x10723
CTEC		
Director	Sara Puccio	845-291-0100 x10310
Assistant Director	Russell Burns	845-291-0100 x10320
Principal	Eugene Hewitt	845-291-0100 x10315
Principal @ Arden Hill	Neal Wilkinson	845-291-0100 x10102
Assistant Principal	Greg D'Ambrosio	845-291-0100 x10312
Assistant Principal	Elizabeth Bassett	845-291-0100 x10317
Special Education and Alternative Programs		
Director	James Higgins	845-291-0200 x10221
Assistant Director	Keith Sullivan	845-291-0200 x10220
Principal – Raymond C. Cramer	Kelley O'Neill	845-291-0200 x10280
Principal - Liberty ES, Middlehope ES, IDT ES, SPARC	Meghan Gildea	845-291-0200 x10230
Principal – STRIVE	Jodie Maassen	845-291-0200 x10290
Principal – John A. Flannery High School and Chester Academy Satellite	Barbara Gasperetti	845-291-0200 x10680
Principal – Arden Hill – AAH M/HS, MAF M/HS, IDT M/HS, Restart Program	Jennifer Lepore	845-291-0200 x10605

Technical Services		
Director of Technology	Forrest M. Addor	845-291-0100 x10710
Assistant Director of Technology	Dale Francis	845-291-0100 x10792

Instructional Support Services		
Director of Instructional Support Services	Diane E. Lang	845-781-4363 x10715
Assistant Director of Instructional Support Services	Melanie Lofaro	845-781-4363 x10702

School Food Service		
School Food Service Director	Katherine Lynch	845-291-0100 x10642

2. BOCES – SATELLITES

DIVISION	NAME	TELEPHONE NUMBER
Interscholastic Athletics Coordinator	Chris Mayo	845-294-5799
Adult Education @ Newburgh Learning – Maple Bldg	Renee Mulligan	845-781-6751
Adult Education @ Orange County Jail	Renee Mulligan	845-291-7791
CTEC @ Newburgh – Practical Nurse Program	Renee Mulligan	845-291-0100 x10102
Special Education @ Middlehope ES	Suzanne Arrington	845-291-0200 x10950
Special Education @ Chester Academy	Barbara Gasperetti	845-291-0200 x10680
Special Education @ 129 West Main St Goshen	Jodie Maassen	845-291-0200 x10290
Special Education @ 227 Main St Goshen	Marissa Carlton	845-291-0200 x10661
Special Education @ Minisink Valley HS & MS	Pilar Rocha	845-355-5882
Special Education @ Pine Island ES	Marissa Carlton	845-291-0200 x10661
Special Education @ Port Jervis ASK, HBE	Pilar Rocha	845-672-0939

B. STANDARD RESPONSE PROTOCOL

Multi-Hazard Emergency Response Procedures

Orange-Ulster BOCES follows the **New York State Standard Response Protocol (SRP)** to ensure a uniform, efficient, and safe approach to any school emergency. This protocol outlines the immediate actions all staff and students should take in response to various emergency scenarios.

Initial Response Actions: Safe Schools NY Protocol

The five standard emergency response actions are:

- **Shelter** – For weather-related or environmental threats
- **Hold** – For isolated incidents inside the building (e.g., medical emergencies, fight, Bomb Threat)
- **Evacuate** – For fires or hazardous conditions
- **Secure** – For threats *outside* the building
- **Lockdown** – For immediate life-threatening *internal* threats

All staff are trained in these protocols and conduct regular drills in accordance with state requirements.

Emergency Communication and Notification

- **Primary notification** of emergencies will be made using the **Lockdown Emergency Notification System (LENS)**.
(See *Appendix 8* for details.)
 - Additional communication methods include:
 - **Public Address (PA) system**
 - **Two-way radio communication**
 - **Direct verbal communication**
-

Key Operational Guidelines

- These procedures serve as best practices. **Staff members are empowered to act in the best interest of student safety** based on their immediate observations. They must be able to clearly articulate their rationale if deviating from protocol.
 - Activation of an emergency response begins at both the **individual and organizational level**, followed by:
 - Notification of emergency services (e.g., **911**)
 - Alerting **Central Administration**
 - Activation of the **Incident Command System (ICS)**
 - Implementation of **Functional Annexes** as necessary (e.g., Reunification, Medical Emergency, etc.)
-

Command and Control Structure

- The **Principal (or designee)** acts as the **initial Incident Commander**, responsible for:
 - Evaluating the situation
 - Activating the appropriate initial response (SRP)
 - Notifying and leading the **Building Emergency Response Team**
 - Ensure appropriate Emergency Services have been notified.
 - Notify District Office
- **Exception:** Any **staff member may initiate a Lockdown** if there is an immediate threat to life.

***During a Lockdown, personnel within the impacted building will be unable to assist or respond. Response operations may need to be managed by personnel from outside buildings.*

Definition of “Safe Area”

A **Safe Area** refers to any location removed from the immediate threat or hazard. It is context-dependent and may differ for each scenario. Staff are trained to use their judgment to identify or create a Safe Area when guidance is not yet available.

Examples of Safe Areas by protocol:

- **Shelter** – Hallways or interior rooms away from windows and exterior walls
 - **Hold** – Inside classrooms or secure offices; hallways remain clear
 - **Evacuate** – Exterior assembly areas, ideally uphill/upwind from danger
 - **Secure** – Current room or a more protected location inside the building
 - **Lockdown** – Secured rooms; if unavailable, evacuate or defend as needed using **Run, Hide, Fight** principles
-

This standard protocol serves as the foundation for all building-level response plans and is integrated into regular staff training and student preparedness activities.

C. ASSISTANCE FROM LOCAL GOVERNMENTAL OFFICIALS

DIAL 9-1-1 FOR ALL EMERGENCIES; POLICE, FIRE & EMERGENCY MEDICAL SERVICES

1. COORDINATION WITH LOCAL AND COUNTY AGENCIES

The District has an established this BOCES-Wide School Safety Plan with clear procedures for emergencies. Copies are available in each school office. Plan coordination may also involve the following agencies:

AGENCY	CONTACT	PHONE
Orange County Sheriff's Office	Squadroom	845-291-2329 / 7929
Town of Goshen Police	Dispatch	845-294-9555
Village of Goshen Police	Dispatch	845-294-7988
New York State Police	Dispatch	845-344-5300
Goshen Fire Department	Fire Chief	845-294-3448
Goshen Town Government	Supervisor	845-294-6250
Goshen Village Government	Major	845-294-6750
Garnet Medical Center	Safety / Security Director	845-333-1000
Goshen Ambulance	Ambulance	845-294-9695
Risk Management	Health & Safety Coordinators	845-781-4887
Orange County EMO	Deputy Commissioner	845-615-0400
Town of Newburgh Police	Dispatch	845-564-1100
City of Newburgh Police	Dispatch	845-561-3131
Town of Warwick Police	Dispatch	845-986-3423
City of Port Jervis Police	Dispatch	845-856-5101
Town of Deerpark Police	Dispatch	845-856-4333

OTHER:

- FBI: 845-220-4200 / 212-384-1000
- Poison Control: 1-914-366-3030
- Orange & Rockland Utilities: Gas 1-800-533-5325 / Electrical 1-877-434-4100
- Central Hudson: Gas 1-800-942-8274 / Electrical 1-800-527-2714
- NYSEG: Gas 1-800-572-1121 / Electrical 1-800-572-1131

Should an actual emergency occur, the District Chief 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-10110)
- **Deputy Superintendent** – 291-0100 (x10120)
- **Assistant Superintendent** – 291-0100 (x-10160)

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 Coordinators 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 Coordinators and work 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 Response 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 or 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 ACTION OPTIONS

In response to emergencies or hazardous situations, Orange-Ulster BOCES may implement one or more of the following protective actions. These decisions are made in coordination with emergency responders and local authorities as appropriate. Each school building's Building-Level Emergency Response Plan (BLERP) provides detailed procedures tailored to the facility.

1. School Cancellation

Response Actions:

- a. The Chief Operating Officer (COO) or designee will monitor any condition that may require cancellation of school (e.g., weather-related emergencies, utility failures, or threats to safety).
- b. The COO or designee will make the final decision to cancel school.
- c. The COO or designee will notify:
 - Local media outlets
 - Staff, students, and families using mass notification systems (Finalsiteconnect)
 - Update social media, website and LED boards.
 - Transportation (districts and Companies)

2. Early dismissal

Response Actions:

- a. The COO or designee will monitor the evolving situation to determine if early dismissal is warranted.
- b. If dismissal is required:
 - Coordinate with the Transportation Supervisor to arrange bus services.
 - Notify local media and use district emergency communication tools to inform parents/guardians.
- c. Establish a Parent Information Center (e.g., via main office or website) to handle inquiries.
- d. Ensure appropriate personnel (administrators, support staff, security) remain on-site until all students have safely returned home or been picked up

3. Evacuate

(Applies during, before, and after school hours)

Each school will follow its own evacuation routes and protocols as outlined in its BLERP. Security personnel may be assigned to support evacuation efforts and route security.

Response Actions:

- a. The COO or designee will assess the level of threat (e.g., fire, gas leak, bomb threat) and determine whether evacuation is necessary.
- b. Coordinate with the Transportation Supervisor to mobilize buses if off-site relocation is required.
- c. Confirm evacuation routes and sites are clear and safe prior to movement.
- d. Conduct accountability checks for all students and staff.
- e. Based on the situation, consider early dismissal and coordinate communication with local media.
- f. Maintain adult supervision and ensure the continued safety and security of all students during the evacuation process.
- g. Establish a Parent Information Center to respond to family inquiries.
- h. Ensure key district personnel remain on-site until all students are accounted for and dismissed or transported.

4. Sheltering sites (internal and external)

Response Actions:

- a. The COO or designee will determine the level and nature of the threat requiring sheltering (e.g., chemical spill, severe weather, law enforcement activity nearby).
- b. Select internal or external sheltering sites based on the nature of the emergency (e.g., gymnasium, interior hallways, off-site partner locations).
- c. Account for all students and staff, and report any missing individuals to the Incident Commander or designee.
- d. Identify any non-school occupants in the building (e.g., contractors, visitors) and include them in sheltering procedures.
Plan for human needs (restrooms, hydration, food, medical, etc.) during extended sheltering.
- e. Maintain appropriate safety precautions, including securing building perimeters if necessary.
- f. Appoint a Public Information Officer (PIO) to provide timely and accurate updates to families and media.
- g. Retain essential district personnel until all students have been safely reunited with families or transported home.

5. Late Dismissal

Response Actions:

- a. The COO or designee will assess conditions that may require holding students beyond normal dismissal time (e.g., hazardous weather, law enforcement activity, transportation delays).
- b. Communicate with building administrators and the Transportation Supervisor regarding adjusted dismissal times and transportation needs.
- c. Notify parents/guardians through established emergency communication systems (e.g., Blackboard Connect, Finals siteconnect) about the reason for the delay and estimated dismissal time.
- d. Provide continued supervision and care for students until they are safely dismissed.
- e. Ensure staff coverage for extended supervision, including nursing and security personnel if applicable.
- f. Establish a Parent Information Center to respond to calls or concerns.
- g. Retain appropriate personnel until all students have departed safely.

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 TO SUDDEN CHILD / ADOLESCENT DEATH PLAN

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 Post-traumatic stress disorder (PTSD).

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 Chief Emergency Officer 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 hospital(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 EDUCATIONAL SITES

Emanuel Axelrod Special and
Alternative Education Center
103 Gibson Road
Goshen, NY 10924

Administration
103 Gibson Road
Goshen, NY 10924

Career & Technical Education Center
39 Gibson Road
Goshen, NY 10924

Operations –
Health & Safety /
Carl P. Onken Conference Center
43 Gibson Road
Goshen, NY 10924

Terrence L. Olivo Building at the Regional
Education Center at Arden Hill
4 Harriman Drive
Goshen, NY 10924

Newburgh Adult Learning Center
3 Washington Center
Newburgh, NY 12550

Hamilton Bicentennial Elementary School
929 US-209
Cuddebackville, NY 12729

Port Jervis Middle School
10 Route 209
Port Jervis, NY 12771

Middle Hope Elementary School
62 Overlook Drive
Newburgh, NY 12550

Including Communities
129 West Main St
Goshen, NY 10924

Goshen Main Street
227 Main Street
Goshen, NY 10924

Chester Academy
64 Hambletonian Ave
Chester NY 10918

Minisink Valley High School &
Middle School
2320 Route 6
Slate Hill NY 10973

Otisville Elementary School
2525 Mount Hope Road
Otisville, NY 10963

Pine Island Elementary School
20 School House Road
Pine Island, 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
- Village of Goshen Police Department
- Town of Newburgh Police Department
- City of Newburgh Police Department
- Town of Warwick Police Department
- City of Port Jervis Police Department
- Town of Deerpark Police Department

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

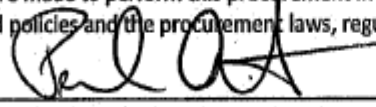


County of Orange Contract Cover Sheet

Date Recv'd by DGS:

Due Date for Contract:

Contract No. 2024 ✦ 0935
Law Dept. Use Only

GENERAL INFORMATION			
Contract Start Date: 7/1/2024	Contract End Date: 8/31/2027	Department/Division/Board/Office: Sheriff's Office	Purchasing Dept. No.:
Vendor/Consultant/Agency/Contractor/Grantor(ee)/Lessor(ee)/Licensor(ee)/etc.: Orange Ulster Board of Cooperative Educational Services			Vendor Code:
Contract Synopsis: Reimbursement for School Security Deputy Services via the School Security Program.			
Lead/Negotiator for County: Sergeant Diana Miller		Lead/Negotiator for Vendor/Consultant/Grantee etc.: Kevin Sullivan, Director of Operations	
Name and Phone for Department personnel able to answer questions about this contract: Sergeant Diana Miller (845) 291-7913			
DEPARTMENT APPROVALS			
By signing below, the Department Head acknowledges that:			
<ul style="list-style-type: none"> ▪ he or she read the enclosed documents; ▪ staff researched the contracting party and determined they are a responsible vendor/contractor/consultant; and ▪ best efforts were made to perform this procurement in compliance with all applicable state and local procurement laws, regulations and policies and the procurement laws, regulations and policies of any applicable state or federal grant program. 			
Department Head Approval: 		Date: 08/06/2024	
Pay-to-Play Compliance			
a) This contract/renewal/extension/change order/amendment was awarded <input type="checkbox"/> to the low bid, as required by law, <input type="checkbox"/> via sole source or <input type="checkbox"/> as an emergency procurement (If a box was checked, proceed to the appropriate section for the contract type on page 2. If no box was checked then complete (c) & (d) below before proceeding to page 2).			
b) For other than the above contracts, effective January 1, 2014, by signing below, the Commissioner of the Department of General Services, or his or her designee, confirms compliance with Sections 5 and 6 of the Pay-to-Play Local Law.			
c) This contract requires approval by the <input type="checkbox"/> County Executive <input type="checkbox"/> County Clerk <input type="checkbox"/> District Attorney <input type="checkbox"/> Sheriff <input type="checkbox"/> County Legislator or the designee of any of the foregoing (check all that apply).			
d) The goods, services, real property purchased or the project funded under the contract <input type="checkbox"/> were/was not <input type="checkbox"/> were/was approved by a committee/board/commission or similar group to which the following County Elected Official(s) belong: list name(s) of official(s)			
Dept. of General Services Approval: <u>Renee Arnold-O'Regan</u>		Date: <u>8/7/2024</u>	
Law Dept. Approval as to Form Only: <u>Lia Liess</u>		Date: <u>8/13/2024</u>	
Budget Approval: <u>Dina Sona</u>		Date: <u>8/16/2024</u>	
Risk Approval: <u>Jennifer Ching</u>		Date: <u>8/13/2024</u>	
Human Resources Approval: _____		Date: _____	

AGREEMENT FOR THE PROVISION OF DEPUTY SHERIFFS AS SCHOOL SECURITY DEPUTIES

THIS AGREEMENT ("Agreement") dated as of July 1, 2024 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 its principal offices located at 53 Gibson Road, Goshen, New York 10924 ("BOCES"). The County and BOCES are hereinafter individually referred to as a "Party" and collectively, the "Parties."

WHEREAS, BOCES is desirous of obtaining County's services, through OCSO, on a part-time basis through provision of Deputy Sheriffs to respond to campus-wide threats to safety, as more particularly set forth in this Agreement ("School Security Program"); and

WHEREAS, 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 County and 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. **SCOPE OF SERVICES**. The Parties acknowledge that the scope of the School Security Program is limited to threat assessment and termination of acts of violence aimed against the BOCES' campus(es) or the persons thereon, and coordinating a larger police response to such threats ("Services"). The School Security Program is not intended to replace traditional security guard functions, such as traffic control, intervening during student altercations, responding to student disciplinary issues, handling criminal or custody complaints, warrants, lost or missing property, and the like. The Parties hereby acknowledge that, to the extent BOCES desires County to provide services other than those identified as Services under this Agreement ("Additional Services"), or provide services of any type at a location other than those designated at Schedule 3(a) to this Agreement, as discussed below, ("Off-Campus Event"), such Additional Services and/or Off-Campus Events would fall outside the scope of this Agreement.
3. **PROVISION OF DEPUTY SHERIFFS**. On the terms and conditions set forth in this Agreement, County, through OCSO, will provide a sufficient number of part-time school security Deputy Sheriffs to participate in the School Security Program (each a "School Security Deputy" or "SSD") necessary to provide Services, in County's sole discretion, as follows:
 - a. **Campus(es)**. One or more SSDs shall be assigned to each of the BOCES campus(es) listed on Schedule 3(a) annexed hereto and incorporated herein by reference (each a "Campus" and together, the "Campuses").

b. Schedule.

- i. School Year; Service Dates and Times; Floor Plan. County shall provide SSDs from September 1st through June 30th of each year during the Term ("School Year") on such dates and at such times as designated by BOCES ("Service Dates and Times"). BOCES shall notify County annually in writing, through the OCSO SPOC (as defined in Section 5, below) of the Service Dates and Times for each School Year no later than the July 1st immediately preceding the start of that School Year (or upon full execution of this Agreement should full execution occur after July 1st of the year in which this Agreement is fully executed) and shall provide with each such notice an updated and legible floor plan of each Campus to which it requests County to provide SSDs hereunder. BOCES shall confirm in each such notice whether Services are requested on dates in which school is not in session for students, e.g., Superintendent's Conference Days.
- ii. Summer Term. In the event BOCES wishes to procure Services under this Agreement from July 1st through August 31st ("Summer Term") of any year during the term of this Agreement, BOCES shall so notify County in writing, through OCSO SPOC no later than June 1st of each year in which BOCES desires Services for the Summer Term (or upon full execution of this Agreement should full execution occur after June 1st of the year in which this Agreement is fully executed), along with a list of the proposed Campuses, Service Dates and Times for such Services during the Summer Term. County shall review BOCES's request and inform BOCES of its decision whether to provide Services during such Summer Term as soon as reasonably practicable. In the event the Parties agree for County to provide Services during a Summer Term, the Parties hereto shall memorialize their understanding in a signed addendum in substantially the form as annexed hereto as Exhibit "A" for each such Summer Term.
- iii. On-Campus Events. In the event BOCES wishes to procure Services under this Agreement for any event to be held on a BOCES Campus for which one or more SSD(s) are assigned under this Agreement ("On-Campus Event"), BOCES shall so notify County of its request in writing, through OCSO SPOC at least thirty (30) calendar days in advance of such On-Campus Event, along with the proposed Service Dates and Times for such Services during the On-Campus Event. County shall review BOCES's request and inform BOCES of its ability to provide the requested Services for the On-Campus Event as soon as reasonably practicable. In the event the Parties agree for County to provide Services during an On-Campus Event, the Parties hereto shall memorialize their understanding in a signed addendum in substantially the form as annexed hereto as Exhibit "B" for each such On-Campus Event.
- iv. Schedule Changes. BOCES shall notify County in writing via the OCSO SPOC of all changes to Service Dates and Times, whether during a School Year or a Summer Term, as soon as reasonably practicable but in no event less than five (5) days in advance of the change, except in the event of an emergency or weather-related closing or delay, in which case BOCES shall make best efforts to notify County immediately. BOCES acknowledges and agrees that the SSD(s) assigned to the BOCES' Campus(es) will work up to 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. In the event BOCES desires that an SSD report to a Campus early before their normal start time, or stay on a Campus past their scheduled end time (either situation calling for the provision of "Additional Time" by County), BOCES must first contact County via the OCSO SPOC and obtain County's approval for such Additional Time. In consideration of the limit on work hours for SSDs described in Section 3(c), below, BOCES acknowledges and agrees that the provision of such Additional Time may result in County adjusting the number and identity of SSD(s) provided to BOCES during the biweekly pay period, as described herein, in which the Additional Time is incurred.

- v. BOCES expressly acknowledges that time is of the essence with regard to the provisions of this Section 3(b) which impose time constraints on BOCES, and BOCES' failure to timely notice County in any of the circumstances described in this Section 3(b) may result in County's inability to perform under this Agreement. BOCES hereby expressly waives, and agrees to hold County harmless from, any and all claims and/or damages arising from County's inability to perform under this Agreement as a result of BOCES' failure to abide by the timeliness provisions in this Section 3(b), and acknowledges and agrees that County's inability to perform in such circumstance shall not be deemed a breach of this Agreement.
- c. **Maximum Hours of Work; Breaks.** The Parties expressly acknowledge and agree that each of the SSDs shall each be limited to working no more than thirty-eight (38) hours biweekly. During each day in which an SSD provides Services hereunder, such SSD shall be permitted to take such personal and meal breaks as required by applicable law.
- d. **Non-Exclusivity.** The SSDs may perform other duties for the County and/or OCSO when not performing Services hereunder.
- e. **Qualifications; Training.** The SSDs shall be sworn Deputy Sheriffs, and possess the requisite knowledge, experience, training, education, appearance, attitude, communications skills, and demeanor to perform the Services. OCSO shall provide in-service training to its SSDs to enable the SSD(s) assigned to the BOCES campus(es) to function efficiently. BOCES shall train the Deputy Sheriffs on school policies, Family Educational Rights and Privacy Act ("FERPA"), applicable regulations and procedures all as may be amended during the Term of this Agreement, and may provide training in other matters relating to students and their safety.
- f. **Selection.** The SSD(s) will be selected by the Orange County Sheriff (or his/her designee). The SSD(s) will be subject to removal for cause on mutual agreement of the BOCES and the OCSO in accordance with the terms and conditions of this Section 3(f). If the Superintendent of the BOCES (or his/her designee) is dissatisfied with the performance of an SSD's duties and/or responsibilities hereunder, the Superintendent of the BOCES shall first 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 the BOCES Superintendent are not satisfactorily resolved during this meeting, the Superintendent of the BOCES (or his/her designee) may 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 BOCES may terminate this Agreement for convenience in the manner provided for in Section 9(b) hereof.

- g. Employment Status; Discipline; Chain of Command of SSDs.** Each SSD is an employee of the County and remains responsive to the OCSO chain of command. SSDs 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 with regard to individuals serving as SSDs. The County through OCSO possesses all authority with respect to the SSDs' employment status, under the civil service laws and the governing collective bargaining agreement(s). BOCES acknowledges and agrees that County, through OCSO, shall have the sole right to assign SSD(s) hereunder, and that neither BOCES nor any of its employees or agents shall in any manner request or direct an SSD to perform Services under this Agreement.
- h. Emergency Reassignments.** In the event of an emergency, in the sole and absolute opinion of the Orange County Sheriff (or his/her designee), one or more of the SSDs assigned to provide Services to the BOCES under this Agreement may be temporarily removed from the BOCES Campus(es) to which they are assigned and reassigned elsewhere by the OCSO. In such circumstance, County, through OCSO, will use best efforts to replace such SSD(s) with (an) other SSD(s) to such BOCES Campus(es), and to limit the amount of time in which such reassigned SSD(s) remain off of the Campus(es) to which they are assigned. BOCES hereby expressly waives, and agrees to hold County harmless from, any and all claims or damages arising from the emergency removal or reassignment of any of the SSDs supplied hereunder and further acknowledges and agrees that no emergency removal or reassignment as described in this Section 3(h) shall be deemed a breach of this Agreement.
- i. Tactical Weapons.**
- i. Issuance Of Weapons. OCSO may issue the Deputy Sheriffs tactical weapons for use while participating in the School Security Program. 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.
 - ii. Documentation Related to Tactical Weapons. BOCES may request documentation regarding the tactical weapons, which documentation shall not be unreasonably withheld. Loading and unloading of the tactical weapons will be done only in designated areas by the Deputy Sheriff(s). The tactical weapons will be examined and cleaned at least once a month. If any problems with any of 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 tactical 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.

j. **County Vehicle.** County may provide a County vehicle for use by the SSD(s) assigned hereunder, upon BOCES' written request to County via the OCSO SPOC, subject to availability and the approval of the Orange County Sheriff (or his/her designee).

k. **Secure Room on Campus.** BOCES shall provide the SSD(s) assigned hereunder, at each BOCES Campus a properly lit private office equipped with a desk with drawers, chair, filing cabinet, office supplies, a computer with Internet service and email, and a location where files and records may be stored, which office shall only be used when performing duties in furtherance of this Agreement ("Secure Room"). The Secure Room must be capable of being locked and secured, such that the SSD(s) may periodically leave their radio and equipment in the room as needed.

4. **PAYMENT.**

a. **Compensation of SSDs by County.** The County shall pay the SSDs all wages and/or fringe benefits earned by them as evidenced by records maintained in accordance with Section 4(c) 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 8 hereof), the County shall be the sole employer of the SSDs. As the employer, the County will: (i) maintain all necessary personnel and payroll records for the SSDs; (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 SSDs; 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.

b. **BOCES Reimbursement of Compensation Paid by County.** BOCES shall reimburse County for all costs paid to, or on behalf of, the SSD(s) assigned to the BOCES' Campus(es), including all wages, fringe benefits, taxes and other government mandated charges related to those wages and fringe benefits ("SSD Operational Costs") in accordance with the invoices it receives from the County pursuant to Section 4(c)(iii), which payment shall be made net thirty (30) calendar days from receipt.

c. **Reimbursement for County Vehicle(s).** If BOCES requests one or more County vehicle(s) for use by the SSD(s) at the BOCES Campus(es) in accordance with Section 3(j), above, BOCES shall be responsible for, and shall reimburse County 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"). 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.

d. **Recordkeeping And Invoicing.**

i. **Timekeeping Records.**

1. **BOCES Timekeeping.** The BOCES shall maintain for its records a timekeeping

system which tracks each SSD's time worked at the BOCES' Campus(es).

2. **Deputy Sheriff Reporting.** The County, through OCSO, will require each SSD 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 SSD to their immediate supervisor in the OCSO, the OCSO SPOC and the BOCES SPOC on a biweekly basis consistent with the County's payroll periods.
3. **OCSO Invoicing of BOCES.** The OCSO SPOC or their designee will invoice the BOCES quarterly in arrears for all costs of the SSD Operational Costs and Vehicle Operational Costs incurred. Such invoices will be emailed by the OCSO SPOC to the BOCES SPOC.

5. **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 ("School District SPOC"):

Name: Kevin Sullivan
Title: Director of Operations
Email: kevin.sullivan@ouboces.org
Phone: 845-291-0150

- b. **OCSO Single Point of Contact.** The OCSO hereby designates the following individual as the OCSO's administrative single point of contact ("OCSO SPOC"):

Name: Diana Miller
Title: Sergeant
Email: OCSheriffSSD@orangecountygov.com

With CC to: Alicia Albertson at aalbertson@orangecountygov.com
Phone: 845-291-7913 [Desk] / 845-324-2160 [Cell]

In the event of an emergency where the OCSO SPOC cannot be reached, BOCES may contact the OCSO Patrol Division 24-hour contact line at 845.291.2329.

6. **INSURANCE.** The BOCES agrees to maintain during the Term of this Agreement, at its 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 the County, the BOCES will provide certificates of insurance evidencing such coverage.

The County will obtain and keep in full force and effect during the term of this Agreement, at the County's sole cost and expense, the following insurance:

- a. **Commercial General Liability Insurance**
 \$1,000,000 per occurrence/\$2,000,000 aggregate
 \$2,000,000 Products and Completed Operations
 \$1,000,000 Personal and Advertising Injury
 \$1,000,000 Sexual Misconduct and Assault
 \$100,000 Fire Damage
 \$10,000 Medical Expense

 Coverage for sexual misconduct must be affirmed.
- b. **Automobile Liability Insurance**

 \$1,000,000 combined single limit for owned, hired, borrowed and non-owned motor vehicles.
- c. **Security Professional Liability**

 If coverage for security guard services is not provided in the Commercial General Liability policy, it must be included in a separate Security Professional Liability policy. The limits required for this coverage are: \$2,000,000 per occurrence/\$2,000,000 aggregate for the acts of the security officer performed under the contract for the BOCES. If written on a "claims-made" basis, the effective date must pre-date the inception of the contract or agreement. Coverage must remain in effect for three years following the completion of the County's work for the BOCES.
- d. **Workers' Compensation and N.Y.S. Disability**

 Statutory Workers' Compensation (C-105.2 or U-26.3), Employers' Liability and N.Y.S. Disability Benefits Insurance (DB-120.1) for all employees. Proof of coverage must be on the approved specific form, as required by the New York State Workers' Compensation Board. ACORD certificates are not acceptable.
- e. **Excess Insurance**

 \$10,000,000 each occurrence and aggregate. Excess coverage must be on a follow-form basis or provide broader coverage over the required Commercial General Liability, Automobile Liability, and Security Professional Liability coverages.

Notwithstanding any terms, conditions or provisions, in any other writing between the parties, the County hereby agrees to effectuate the naming of the BOCES as an additional insured on the County's insurance policies, with the exception of workers' compensation, N.Y. State disability and professional liability. Each policy naming the BOCES as an additional insured must:

- be an insurance policy from an A.M. Best rated "A-" or better insurer, licensed in New York State; and
- state that the County's coverage is primary and non-contributory coverage for BOCES, its Board, employees and volunteers with a waiver of subrogation in favor of BOCES for all coverages including Workers' Compensation.

The BOCES must be listed as an additional insured by using endorsement CG 2026 or its equivalent. The decision to accept an alternative endorsement rests solely with the BOCES. A completed copy of the endorsement must be attached to the certificate of insurance and the certificate must state that the endorsement is being used. The certificate of insurance must describe the specific services provided by the County that are covered by the commercial general liability policy and the umbrella policy. At the BOCES's request, the County will provide copies of the declarations pages of the liability and umbrella policies with a list of endorsements and forms. If so requested, the County will provide a copy of the policy endorsements and forms.

The County hereby indemnifies and holds harmless the BOCES for any applicable deductibles and self-insured retentions, all of which are the sole responsibility of the County, to the extent not covered by the applicable policy.

If a policy is written on a "claims-made" basis, the retroactive date must pre-date the inception of this Agreement.

The County acknowledges that failure to obtain the foregoing insurance on behalf of the BOCES constitutes a material breach of contract and subjects the County to liability for damages, indemnification and all legal remedies available to the BOCES. The County must provide the BOCES with proof satisfactory to the BOCES that the above requirements have been met, prior to the commencement of work or use of BOCES facilities. The failure of the BOCES to object to the contents of the certificate or the absence of same will not be deemed a waiver of any and all rights held by the BOCES. Upon request, the County will provide the BOCES with a copy of the County's applicable insurance policies including any endorsements, modifications, or exclusions thereto.

7. INDEMNIFICATION.

- By 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'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 the County, its employees and agents.

c. **Survival.** The obligations under this Section 7 shall survive any expiration or termination of this Agreement and shall not be limited by any remuneration herein or insurance coverage.

8. **TERM.** Subject to Section 15 hereof, this Agreement shall be effective for a period of three (3) years and two (2) months commencing July 1, 2024 and ending August 31, 2027 ("Term").

9. **TERMINATION.**

a. **Termination for Cause.**

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 11(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 11(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 11(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 11(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 11(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 11(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 11(a) hereof).

ii. **Failure to Cure: Termination for Default.** If the defaulting Party fails to cure the default as provided in Section 9(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 cause as provided in Section 9(a), either Party may, on ninety (90) calendar days prior written notice to the other Party delivered in the manner provided for in Section 11(a) hereof terminate this Agreement at any time for its convenience. In the event either Party terminates this Agreement under this Section 9(b), BOCES will pay the County all amounts due and owing for the use of SSD(s) through the date of such termination.

10. **SEXUAL HARASSMENT CERTIFICATION.** Pursuant to the New York State Finance Law §139-l, by execution of this Agreement, the BOCES and the individual signing this Agreement on behalf of the BOCES certifies, under penalty of perjury, that the BOCES has and has implemented a written policy addressing sexual harassment prevention in the workplace and provides annual sexual harassment prevention training to all of its employees. Such policy shall, at a minimum, meet the requirements of Section 201-g of the New York State Labor Law. A model policy and training has been created by the New York State Department of Labor and can be found on its website at:

<https://www.ny.gov/programs/combating-sexual-harassment-workplace>.

County's policy against sexual harassment and other unlawful discrimination and harassment in the workplace can be found on the County's website at:

<https://www.orangecountygov.com/1137/Human-Resources>.

11. **GENERAL PROVISIONS.**

- a. **Notice Provision.** Except for those communications exchanged between the BOCES SPOC and the OCSO SPOC as contemplated herein, 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 BOARD OF COOPERATIVE EDUCATIONAL SERVICES
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 11(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. BOCES acknowledges and agrees that County's adherence to FERPA, school policies, applicable regulations and procedures and other matters relating to students and their safety, is conditioned on BOCES's proper training on those subjects as described in Section 2(e), above. 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 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.
- k. **Signatures.** A manually signed copy of this Agreement delivered by facsimile, email, or other means of electronic transmission shall be deemed to have the same legal force and effect as delivery of an original signed copy of this Agreement.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of the date first written above.

COUNTY OF ORANGE ^{TIMOTHY FLANAGAN} DIR. OF OPERATIONS ORANGE-ULSTER BOCES

By: [Signature]
Stefan ("Steven") M. Neuhaus

for County Executive
Date: 8/21/24

By: [Signature]
Deborah M. Heppes
Chief Operating Officer

Date: 7-18-24

**ON-CAMPUS EVENT ADDENDUM TO
AGREEMENT FOR THE PROVISION OF DEPUTY SHERIFFS
AS SCHOOL SECURITY OFFICERS**

THIS ADDENDUM ("Addendum") dated as of _____, 20__ 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 SERVICES, a municipal corporation organized and existing under the laws of the State of New York, with its principal offices located at 53 Gibson Road, Goshen, New York 10924 ("BOCES") in connection with that certain Agreement for the Provision of Deputy Sheriffs as School Security Officers dated as of July 1, 2024 ("Agreement"). The County and BOCES are hereinafter individually referred to as a "Party" and collectively, the "Parties." All other defined terms used herein shall have the meaning ascribed to them in the Agreement, unless otherwise noted herein.

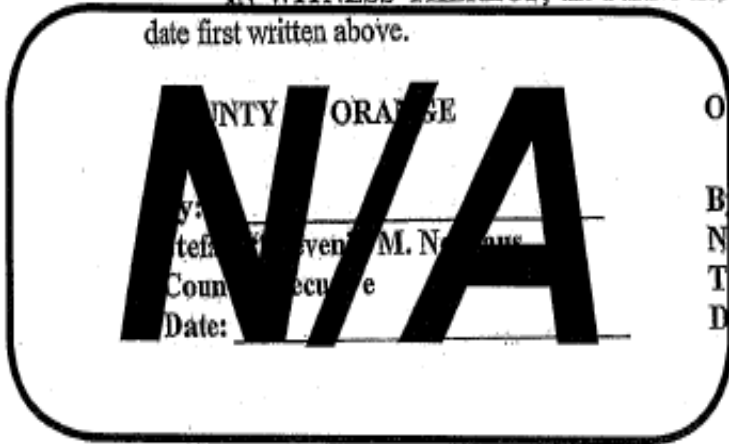
1. **ON-CAMPUS EVENT SERVICES.** County hereby agrees to provide Services to BOCES during the [describe the On-Campus Event] on [date(s)] and at [times] ("DEFINED EVENT") in accordance with the terms and conditions of the Agreement. Services for the DEFINED EVENT shall be provided at the following Campus(es) only:

Location Name	Address
Emanuel Axelrod Education Center Goshen Campus	53 Gibson Road, Goshen, NY 10924
Career and Technical Education Center	53 Gibson Road Goshen, NY 10924
Regional Education Center At Arden Hill	4 Harriman Drive Goshen, NY 10924
Pine Island Elementary	20 Schoolhouse Road Pine Island, NY 10969
Goshen Main Street School	227 Main Street Goshen, NY 10924
Chester Academy Satellite	64 Hambletonian Avenue Chester, NY 10918
Chester Elementary	2 Herbert Drive Chester, NY 10918
Middlehope Elementary Satellite	62 Overlook Drive Newburgh, NY 12550
Newburgh Adult Learning Center	3 Washington Center Newburgh, NY 12550

2. **INTEGRATION.** Except as modified by this Addendum, the Agreement shall remain unchanged and in full force and effect. If there shall be any conflict or inconsistency between the terms and conditions of this Addendum and the Agreement the terms and conditions of this Addendum shall control.

3. **SIGNATURES.** A manually signed copy of this Addendum delivered by facsimile, email, or other means of electronic transmission shall be deemed to have the same legal force and effect as delivery of an original signed copy of this Addendum.

IN WITNESS THEREOF, the Parties hereto have executed this Addendum as of the date first written above.



ORANGE-ULSTER BOCES

By: Deborah Heppes
Name: **Deborah M. Heppes**
Title: **Chief Operating Officer**
Date: 7-18-24

**SUMMER TERM ADDENDUM TO
AGREEMENT FOR THE PROVISION OF DEPUTY SHERIFFS
AS SCHOOL SECURITY OFFICERS**

THIS ADDENDUM ("Addendum") dated as of _____, 20__ 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 _____, a municipal corporation organized and existing under the laws of the State of New York, with its principal offices located at _____ ("BOCES") in connection with that certain Agreement for the Provision of Deputy Sheriffs as School Security Officers dated as of July 1, 2024 ("Agreement"). The County and BOCES are hereinafter individually referred to as a "Party" and collectively, the "Parties." All other defined terms used herein shall have the meaning ascribed to them in the Agreement, unless otherwise noted herein.

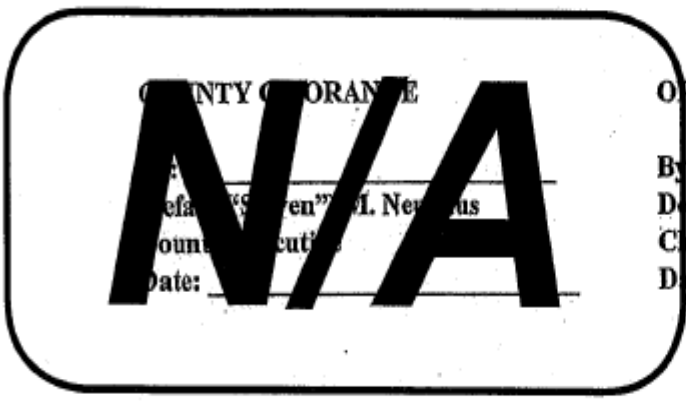
1. **SUMMER TERM SERVICES.** County hereby agrees to provide Services to BOCES during the Summer Term for the year 20__ ("20 Summer Term") in accordance with the terms and conditions of the Agreement and during the Service Dates and Times provided by BOCES for said 20__ Summer Term. Services for the 20__ Summer Term shall be provided at all of the Campus(es) designated on Schedule 3(a) of the Agreement *OR if there is to be a change in the Campus(es) for Summer Term: at the following Campus(es) only:*

Campus Name	Address
Emanuel Axelrod Education Center Goshen Campus	53 Gibson Road, Goshen, NY 10924
Regional Education Center At Arden Hill	4 Harriman Drive Goshen, NY 10924

2. **INTEGRATION.** Except as modified by this Addendum, the Agreement shall remain unchanged and in full force and effect. If there shall be any conflict or inconsistency between the terms and conditions of this Addendum and the Agreement the terms and conditions of this Addendum shall control.

3. **SIGNATURES.** A manually signed copy of this Addendum delivered by facsimile, email, or other means of electronic transmission shall be deemed to have the same legal force and effect as delivery of an original signed copy of this Addendum.

IN WITNESS THEREOF, the Parties hereto have executed this Addendum as of the date first written above.



ORANGE-ULSTER BOCES

By: Deborah Heppes

Deborah M. Heppes
Chief Operating Officer

Date: 7-18-24

**FIRST AMENDMENT OF
AGREEMENT FOR THE PROVISION OF DEPUTY SHERIFFS
AS SCHOOL SECURITY DEPUTIES**

THIS FIRST AMENDMENT ("Amendment"), is effective as of April 1, 2025 ("Effective Date") and hereby amends that certain ***Agreement for the Provision of Deputy Sheriffs as School Security Deputies*** dated as of July 1, 2024 ("Agreement") by and between 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 the Orange County Sheriff's Office ("OCSO" and OCSO may be included in references to County) and **ORANGE-ULSTER BOARD OF COOPERATIVE EDUCATION SERVICES**, a municipal corporation organized and existing under the laws of the State of New York, with principal offices at 53 Gibson Road, Goshen, New York 10924 ("School District"). County and School District may be referred to herein individually as a "Party" or collectively as the "Parties."

1. **ARTICLE 2 ENTITLED "SCOPE OF SERVICES."** The last sentence of Article 2 of the Agreement is hereby deleted in its entirety and replaced with the following in its place and stead:

"The Parties hereby acknowledge that, to the extent School District desires County to provide services other than those identified as Services under this Agreement ("Additional Services"), the same will only be provided upon such terms as agreed to by County and memorialized in a written amendment or addendum to this Agreement signed by both Parties as contemplated herein."

2. **ARTICLE 3 ENTITLED "PROVISION OF DEPUTY SHERIFFS."** Subsection (b)(iii) is hereby deleted in its entirety and replaced with the following in its place and stead:

iii. Events. In the event School District desires that County provide Services, and/or Additional Services, for any event(s) to be held on a Campus or other location (each an "Event"), School District shall request such Services and/or Additional Services in writing to County through OCSO SPOC at least thirty (30) calendar days in advance of such Event(s), along with the proposed Dates and Times for such Event(s), and a current floor plan of the Event(s) location(s). County shall review School District's request and inform School District of its ability to provide the requested Services, and/or Additional Services, for the Event as soon as reasonably practicable. In the event the County agrees to all or part of School District's request, the Parties shall memorialize their understanding in a signed addendum in substantially the form as annexed hereto as Exhibit "B".

3. **EXHIBIT "B."** Exhibit "B" to the Agreement is hereby deleted in its entirety and replaced with the Exhibit "B" annexed to this Amendment.
4. **INTEGRATION.** Except as modified by this Amendment, the Agreement shall remain


unchanged and in full force and effect. The terms used in this Amendment, unless otherwise defined herein, shall have the meanings as set forth in the Agreement. If there shall be any conflict or inconsistency between the terms and conditions of this Amendment and the Agreement, the terms and conditions of this Amendment shall control.

IN WITNESS WHEREOF, the Parties have caused this Amendment to be executed by their duly authorized officers as of the Effective Date.

COUNTY OF ORANGE

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

By: _____
Name: Stefan (Steven) M. Neuhaus
Title: County Executive
Date: _____

By:  _____
Name: Mark P. Coleman
Title: Assistant Superintendent
for Finance and Management Services
Date: 7/3/2025

**SECOND AMENDMENT OF
AGREEMENT FOR THE PROVISION OF DEPUTY SHERIFFS
AS SCHOOL SECURITY DEPUTIES**

THIS SECOND AMENDMENT ("Amendment"), is effective as of July 1, 2025 ("Effective Date") and hereby amends that certain *Agreement for the Provision of Deputy Sheriffs as School Security Deputies* dated as of July 1, 2024 ("Original Agreement") by and between 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 the 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 principal offices at 53 Gibson Road, Goshen, New York 10924o ("School District"), as previously amended by that certain *First Amendment of Agreement for the Provision of Deputy Sheriffs as School Security Deputies* dated effective as of April 1, 2025 ("First Amendment," together with the Original Agreement, the "Agreement"). County and School District may be referred to herein individually as a "Party" or collectively as the "Parties."

1. **MODIFICATION OF ARTICLE 5 ENTITLED "DESIGNATION OF SINGLE POINTS OF CONTACT"**, Section 5(b) is hereby deleted in its entirety and replaced with the following in its place and stead:

OCSO Single Point of Contact. The OCSO hereby designates the following individual as the OCSO's administrative single point of contact ("OCSO SPOC"):

Name: Brian Kelly
Title: Sergeant
Email: bkelly@orangecountygov.com
Phone: 845-291-4504[Desk] /845-806-0430 [Cell] /845-291-7929 [Squadroom]

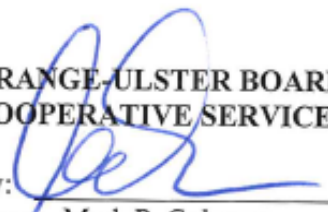
2. **INTEGRATION**. Except as modified by this Amendment, the Agreement shall remain unchanged and in full force and effect. The terms used in this Amendment, unless otherwise defined herein, shall have the meanings as set forth in the Agreement. If there shall be any conflict or inconsistency between the terms and conditions of this Amendment and the Agreement, the terms and conditions of this Amendment shall control.

IN WITNESS WHEREOF, the Parties have caused this Amendment to be executed by their duly authorized officers as of the Effective Date.

COUNTY OF ORANGE

By: _____
Name: Stefan (Steven) M. Neuhaus
Title: County Executive
Date: _____

**ORANGE-ULSTER BOARD OF
COOPERATIVE SERVICES**

By:  _____
Name: Mark P. Coleman
Title: Assistant Superintendent
for Finance and Management Services
Date: 7/3/2025

**EVENT ADDENDUM TO AGREEMENT FOR THE PROVISION OF
DEPUTY SHERIFFS AS SCHOOL SECURITY OFFICERS**

THIS ADDENDUM (“Addendum”) dated as of April 1, 2025 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 EDUCATION SERVICES**, a municipal corporation organized and existing under the laws of the State of New York, with its principal offices located at 53 Gibson Road, Goshen, New York 10924 (“School District”) in connection with that certain Agreement for the Provision of Deputy Sheriffs as School Security Officers dated as of July 1, 2024 as amended by that certain First Amendment dated as of April 1, 2025 (“Agreement”). The County and School District are hereinafter individually referred to as a “Party” and collectively, the “Parties.” All other defined terms used herein shall have the meaning ascribed to them in the Agreement, unless otherwise noted herein.

1. **EVENT SERVICES.** County hereby agrees to provide Services to School District during Graduation on June 20, 2025 (“2025 Graduation”) in accordance with the terms and conditions of the Agreement. Services for the 2025 Graduation shall be provided at the following location(s):

Location Name	Address	Date(s)
West Point Eisenhower Hall	655 Ruger Road, West Point, New York 10996	June 20, 2025

2. **INTEGRATION.** Except as modified by this Addendum, the Agreement shall remain unchanged and in full force and effect. If there shall be any conflict or inconsistency between the terms and conditions of this Addendum and the Agreement the terms and conditions of this Addendum shall control.


3. **SIGNATURES.** A manually signed copy of this Addendum delivered by facsimile, email, or other means of electronic transmission shall be deemed to have the same legal force and effect as delivery of an original signed copy of this Addendum.

IN WITNESS WHEREOF, the Parties hereto have executed this Addendum as of the date first written above.

COUNTY OF ORANGE

By: _____
Stefan (“Steven”) M. Neuhaus
County Executive
 Date: _____

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

By:  _____
Name: Mark P. Coleman
Title: Asst. Supt. for Finance and Management Services
Date: 7/3/2025

**SUMMER TERM ADDENDUM TO
AGREEMENT FOR THE PROVISION OF DEPUTY SHERIFFS
AS SCHOOL SECURITY DEPUTIES**

THIS ADDENDUM (“Addendum”) dated as of July 1, 2025 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 SERVICES**, a municipal corporation organized and existing under the laws of the State of New York, with its principal offices located at 53 Gibson Road, Goshen, New York 10924 (“BOCES”) in connection with that certain Agreement for the Provision of Deputy Sheriffs as School Security Officers dated as of July 1, 2024 as amended by that certain First Amendment dated as of April 1, 2025 (“Agreement”). The County and BOCES are hereinafter individually referred to as a “Party” and collectively, the “Parties.” All other defined terms used herein shall have the meaning ascribed to them in the Agreement, unless otherwise noted herein.

1. SUMMER TERM SERVICES. County hereby agrees to provide Services to BOCES during the Summer Term for the year 2025 (“2025 Summer Term”) in accordance with the terms and conditions of the Agreement and during the Service Dates and Times provided by BOCES for said 2025 Summer Term. Services for the 2025 Summer Term shall be provided at the following Campus(es) only:

Campus Name	Address
Regional Education Center at Arden Hill	4 Harriman Drive, Goshen, New York
Newburgh Adult Learning Center	3 Washington Center, Newburgh, New York
Special Education Presidential Park Elementary School	50 Roosevelt Avenue, City of Middletown, New York

The Special Education Presidential Park Elementary School shall be a “Campus” under the Agreement for purposes of the 2025 Summer Term only.

2. INTEGRATION. Except as modified by this Addendum, the Agreement shall remain unchanged and in full force and effect. If there shall be any conflict or inconsistency between the terms and conditions of this Addendum and the Agreement the terms and conditions of this Addendum shall control.

3. SIGNATURES. A manually signed copy of this Addendum delivered by facsimile, email, or other means of electronic transmission shall be deemed to have the same legal force and effect as delivery of an original signed copy of this Addendum.

IN WITNESS WHEREOF, the Parties hereto have executed this Addendum as of the date first written above.

COUNTY OF ORANGE

For By: Harold Popp III
Stefan ("Steven") M. Neuhaus
County Executive
Date: 7-8-25
Harold J Popp III
Deputy County Executive

ORANGE ULSTER BOARD OF COOPERATIVE SERVICES

By: [Signature]
Name: Mark P. Coleman
Title: Assistant Superintendent
for Finance and Management Services
Date: 6/25/2025

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 CHAIRS

Cardiac Science Units (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.

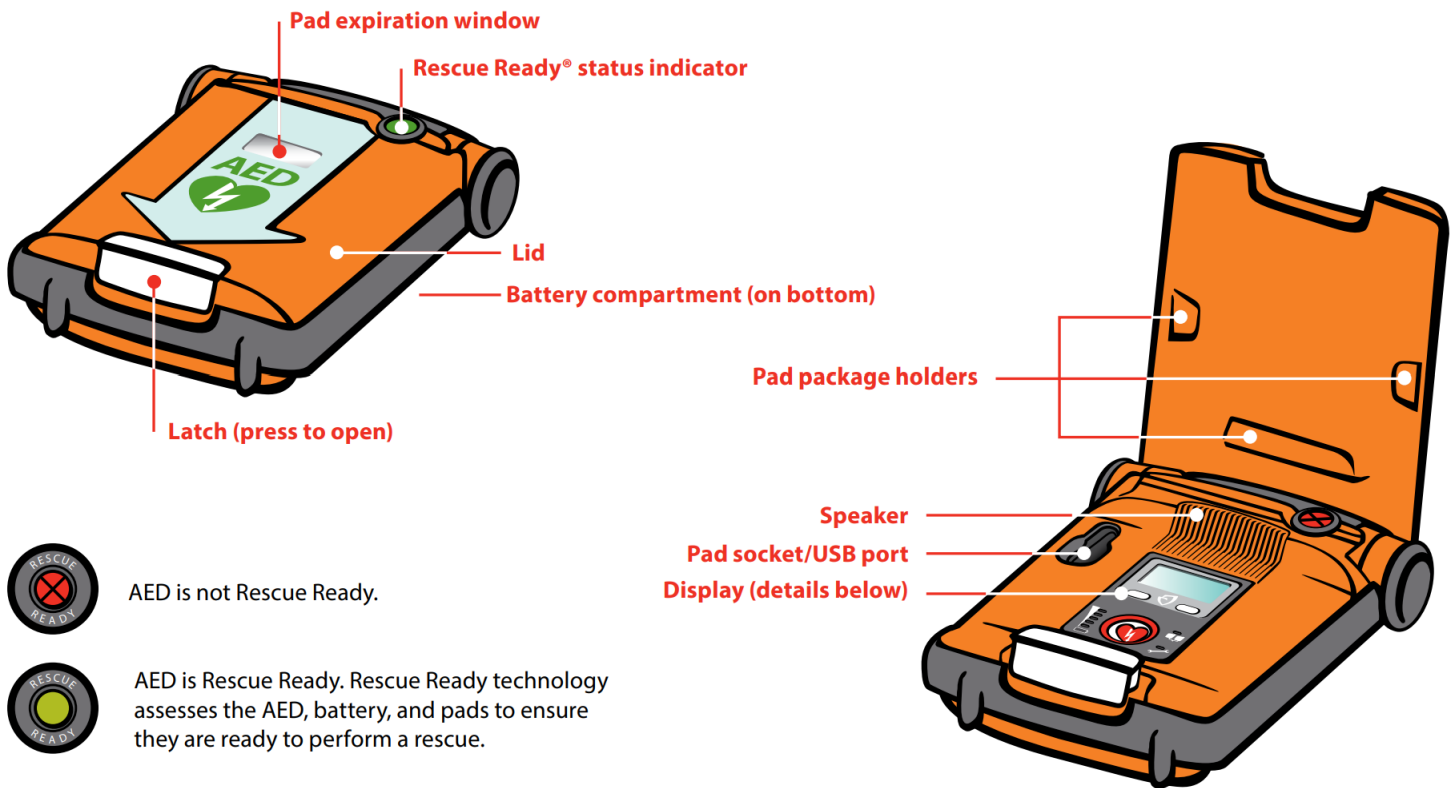
The staff member shall provide BOCES with a copy of their current certification. Training in the use of the AED by the staff shall be voluntary except for the School Nurse Teacher or School Nurse. The use of CPR and the AED in accordance with the training received and approved protocols shall be considered 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 the location of the AED and bring it to the scene of the unresponsive victim.

Note: Orange-Ulster BOCES uses 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.

AED parts



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

V. PROCEDURE

1. ASSESS SCENE SAFETY:

Is the scene free of hazards?

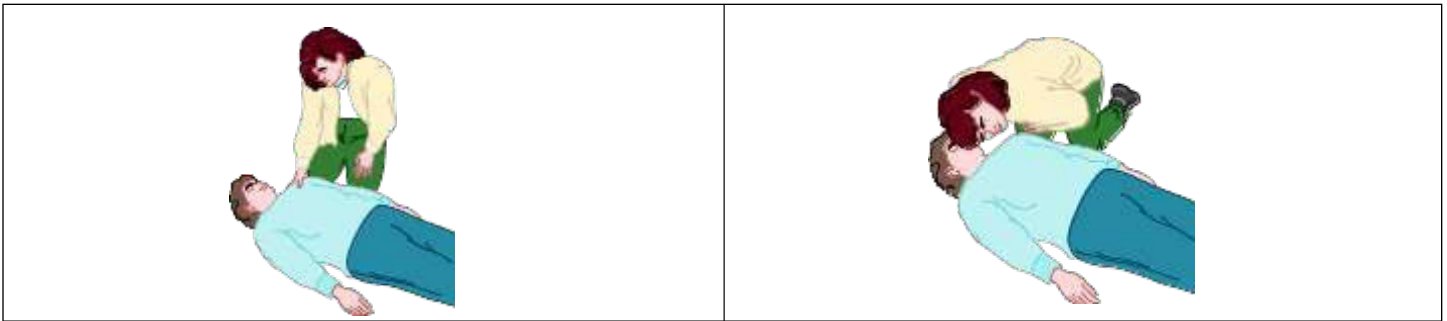
Rescuer makes sure there are no hazards to them. Some examples are:

- 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 as medical oxygen, cooking gas, etc.

2. ASSESS THE PATIENT

UNRESPONSIVE

NOT
BREATHING



*Apply the Powerheart AED if victim is:

- More than eight (8) years old or weighs more than 55 lbs
- Unresponsive; and,
- Not breathing or not breathing normally;

***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 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. PREPARE THE PATIENT:

A. Place the AED next to the patient



- The normal use for the AED is with it lying horizontally

B. Open the AED lid

C. Remove clothing from the patient's chest

D. Ensure that the patient's skin is clean and dry

E. Dry the patient's chest and shave excessive hair if necessary

A.	B.
A. Opening lid "turns on" the AED.	B. Wait until the LEDs illuminate and prepare the patient.
<p>Open the lid.</p> 	

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."

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 white 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. You can leave the package attached to the pad wires.

The AED will prompt: "Next, separate one of the white pads completely from blue plastic. 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 blue plastic on the patient's bare chest, exactly as shown on pads."

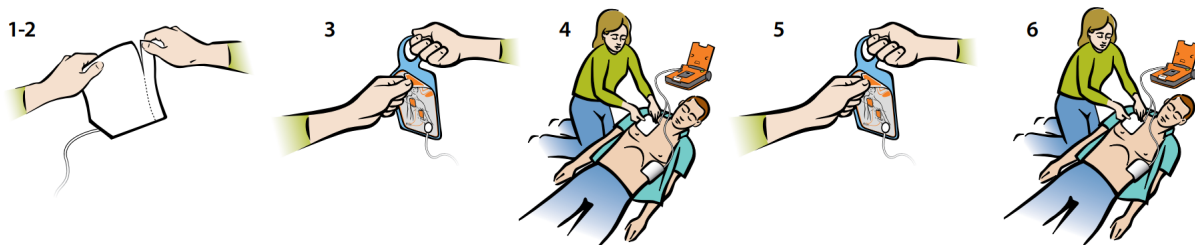
4. Place the pad in either location on the chest

The AED will prompt: “Next, peel the second white pad from the blue plastic. Firmly place the second pad on the other location, exactly as shown on the pads.”

5. Pull the blue plastic from the second pad.

6. Place the pad on the other location on the chest

Note: Cardiac Science’s Standard defibrillation pads are non-polarized and can be placed in either position as shown on the pad package. The package itself can be left attached to the defibrillation pad wires.



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.



During the analysis phase, you may hear one or more of these prompts:



If the AED prompts...	This is the problem...	Do this...
"Open lid to continue rescue"	The lid of the AED is closed.	Ensure that the lid is fully open.
"Press pads firmly to patient's bare chest"	The pads are not properly placed or are loose.	Ensure that pads are firmly placed on clean, dry skin.
"Make sure pad connector is plugged into AED"	The pads are disconnected from the AED.	Ensure that the connector is plugged properly into the AED.
"Analysis interrupted. Stop patient motion." The AED restarts the analysis.	The patient is excessively jostled or there is strong electromagnetic emitting equipment nearby (within 2 meters).	Remove the electronic device or stop the excessive motion.

6. DELIVER THE SHOCK



The AED will prompt: "Shock advised. Do not touch the patient." Ensure that no one is touching the patient.

For the Cardiac Science Semi-Automatic 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 Cardiac Science 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. Give CPR as instructed"

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. Follow rescue data retrieval directions from applicable manual and download the data from the AED. Download rescue data, add 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. Complete HVREMSCO AED Reporting Form and fax 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 downloaded information will be maintained by the Coordinator of Health.
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 CHAIRS

Evacuation Chairs are emergency mobility devices used to assist **individuals with disabilities and others with access and functional needs**, or those who are temporarily unable to independently evacuate, during an emergency when **stairs are in use** and elevators are unavailable, unsafe, or inoperable.

Evacuation chairs are **located where necessary** within district facilities to support safe and timely egress from multi-level areas. Their presence supports accessible emergency preparedness and the district's obligation to provide reasonable accommodations during emergency situations.

Use and Deployment

- Evacuation chairs are intended for **emergency use only** and are deployed in accordance with district emergency procedures and applicable **building-level Emergency Response Plans (ERP)**.
- Specific operational procedures, staffing assignments, and activation protocols are addressed at the **building level** and are not detailed in this district-wide plan to allow for site-specific conditions and needs.

Training and Responsibilities

- The use of evacuation chairs is limited to **designated staff who have received appropriate training or familiarization**, as determined through district and building-level emergency preparedness planning.
- Training and awareness may be incorporated into safety briefings, drills, tabletop exercises, or other emergency preparedness activities, as appropriate.

Plan Integration

- Evacuation chair locations, staff roles, and building-specific procedures are identified and maintained within **building-level ERPs** and related evacuation or access and functional needs annexes.
- This district-wide language establishes overarching expectations while allowing flexibility for individual facilities.

APPENDIX 6: PANDEMIC INFLUENZA PREPAREDNESS PLAN

PANDEMIC FLU

I. INTRODUCTION

A pandemic is a global outbreak of a novel influenza virus with rapid spread, widespread illness, and potentially high mortality. Unlike seasonal flu—managed through annual vaccines—a pandemic flu emerges from a new strain, often without population immunity. This plan outlines coordinated strategies to protect students, staff, and our community through planning, communication, and response.

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. Director of Operations
 - e. Director of Safety and Security
 - f. Nurse Practitioner
 - g. 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.gov/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.

II. PANDEMIC MONITORING FRAMEWORK

This plan aligns with guidance from the CDC, NYSDOH, and Orange County DOH, and acknowledges the WHO Pandemic Risk Management approach. It uses a four-tier district alert system to trigger responses.

A. DISTRICT PANDEMIC ALERT LEVELS

Level	Trigger	District Focus
Green – Planning & Preparation	No local cases; global concern only	Workforce planning, hygiene education, surveillance
Level 1 – Yellow	Regional/national cases (none in NYS)	Prepare resources; increase situational awareness
Level 2 – Orange	Confirmed cases in NYS or adjacent counties	Heighten precautions; ready remote operations
Level 3 – Red	Community spread in Orange County or school exposure	Activate protocols; closures; recovery planning

III. RESPONSE ACTIONS BY ALERT LEVEL

A. Green – Planning & Preparation

1. Coordinate regularly with Orange County DOH & NYSDOH
2. Review and test surveillance, hygiene, and communication systems
3. Educate staff, students, families on influenza basics and prevention
4. Procure and stock PPE, cleaning supplies, and disinfection materials
5. Identify essential personnel and plan for remote learning/work capabilities

B. Level 1 – Yellow

1. Monitor updates from CDC, NYSDOH, and WHO
2. Train nurses and custodial staff in enhanced health protocols and PPE usage
3. Post visible hygiene and respiratory etiquette signage
4. Communicate initial alerts and health messaging to parents and staff

C. Level 2 – Orange

1. Restrict large gatherings, limit visitors, suspend non-essential travel
2. Distribute PPE—N95s, masks—to frontline staff
3. Prepare for short/long-term school or activity closures
4. Increase frequency of facility cleaning and disinfection
5. Brief BOE and district leadership on status and next steps

D. Level 3 – Red

1. Enact full-scale emergency operations; implement school-wide closures or hybrid teaching
2. Suspend athletics, extracurriculars, trips, large gatherings
3. Maintain continuous communications with families and health officials
4. Ensure continuity: food distribution, remote learning, transportation, cleaning, mental health services
5. Continue enhanced surveillance, post-incident reporting, and debriefing protocols

NOTE ON FRAMEWORK SOURCES

This alert system is modeled on recommendations from:

- **CDC’s Pandemic Intervals Framework (PIF)**
- **New York State Department of Health Pandemic Influenza Plan**
- **Orange County Department of Health emergency protocols**

The WHO Pandemic Risk Management framework may still inform global responses, but district-level decision-making is driven primarily by **CDC and NYSDOH** assessments, allowing for **rapid, location-specific decision-making**.

IV. EDUCATION & TRAINING INITIATIVES

Students

- Instruction on hygiene, transmission, and COVID vs. seasonal flu differences
- Visual posters, PA announcements, handouts
- Remote learning alternatives if closures occur

Faculty & Staff

- Training on symptom identification, PPE usage, and individual roles
- Use of staff meetings, handouts, newsletters, and cough etiquette signage

Health & Custodial Teams

- Surveillance training, fit-testing for respirators, disinfection protocols
- Deployment of auxiliary health spaces and PPE inventories

Parents/Guardians

- Regular updates via mail, email, district website, newsletters
 - Guidance on home hygiene, recognizing symptoms, and when to keep children home
-

V. OPERATIONAL CONTINUITY PLANS

Facilities & Maintenance

- Routine and escalated disinfection of surfaces
- Ensure mechanical systems remain operational
- Redistribute staffing to maintain building functions

Food Services

- Strategies for cold/packaged lunches; classroom delivery
- Use of single-use containers; reduce congregating

Transportation

- Increased vehicle cleaning; tracking driver absences
- Substitute driver planning and communication procedures

Technology & Instruction

- Support platforms for remote instruction
- Ensure website content is accurate and timely
- Provide hot-line support and remote resource coordination

Administration & Finance

- Guarantee payroll continuity via direct deposit
 - Maintain critical operations: HR, billing, finance
 - Plan for minimal staffing and remote personnel
-

VI. SURVEILLANCE & REPORTING

School-Level (Nurses)

- Track student/staff flu-like illnesses and absences
- Reporting frequency shifts: monthly → weekly → daily as threats escalate

District-Level

- Aggregate data and share with COO and OCDOH
- Implement exclusion policies per health guidance

Metrics

- Absentee rates
 - Health office visits
 - Confirmed or suspected cases
-

VII. COMMAND & CONTROL STRUCTURE

During pandemic operations, leadership succession is as follows:

1. Chief Operating Officer – Deborah McBride Heppes
2. Deputy Superintendent – Kerri B. Stroka
3. Assistant Superintendent – Mark P. Coleman

Command decisions will be guided by evolving health data and collaborative advice from OCDOH.

VIII. APPLICABLE FORMS, CHECKLISTS & ANNEXES

- Communicable Disease Notification Checklist
 - Alert Level Decision Flowchart
 - Parent/Staff Communication Templates
 - Health Office & Custodial Daily Tracking Logs
 - PPE Inventory & Fit-Testing Records
 - Remote Learning Implementation Plan
-

IX. RESOURCES & REFERENCES

- **CDC Pandemic Intervals Framework**
- **NYSDOH Pandemic Influenza Plan**
- **Orange County Department of Health Pandemic Protocols**
- Hygiene posters, PIO communications templates, disinfectant specs (District Repro Center)
- [NYSDOH Communicable Disease Index](#)

APPENDIX 7: PUBLIC HEALTH EMERGENCY PANDEMIC PLANNING

CONTINUITY OF OPERATIONS:

Preface

On September 7, 2020, Governor Andrew Cuomo signed into law amendments to subdivision 2 of Section 2801-a of the 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 must identify:

- Essential employees and their functional roles (per Section 27-c of the Labor Law),
- Telework procedures for non-essential staff,
- Methods for acquiring and distributing Personal Protective Equipment (PPE),
- Policies for cleaning, disinfection, and exposure management.

Note: While this appendix has been informed by the COVID-19 pandemic, it is designed to serve as a foundational response framework for any future infectious disease public health emergencies.

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
 - » Chief Operating Officer
 - » Deputy Superintendent
 - » Assistant Superintendent
 - » District Superintendent
 - » Human Resources
 - » Payroll and Purchasing Staff
 - » Division Directors and Asst. Directors (All Divisions)
 - » Program 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:** *Needed to assist districts in all instruction needs for both in-person and remote learning.*
 - » Director
 - » Key identified individuals
- **Food Services Staff:** *Needed for meal preparation and distribution for both in-person and remote learning*
 - » All Food Service Staff
- **Public Relations and Print Media Staff:** *Needed for all notifications to the public for closures or changes in learning. Creation and fabrication of required signage for safe operations*
 - » Key identified individuals.
- **Shipping and Receiving Staff:** *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*
 - » Key identified individuals
- **Security Staff:** *As needed for building access or security of events such as meal or technology distribution.*
 - » Key Identified individuals
- **Risk Management / Health and Safety 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.*
 - » All Staff
- **Members of Response / Planning Teams:** *As needed for coordination planning and implementation of policies and procedures.*
 - » Key identified individuals

Telecommunication for Non-Essential Employees and Contractors:

Non-essential personnel will work remotely using district-issued technology and virtual platforms. Department Directors will evaluate each staff member's duties to determine remote work feasibility.

Contractors will follow the direction of the Director of Operations. Telework will be used when practical. In-person work must follow established health and safety protocols.

Visitor and Vendor Practices:

Visitors

- Face coverings are required at all times.
- Must check in at Security, complete temperature screening and the Public Health Emergency Questionnaire.
- All entries will be logged via the Raptor system.
- Must be escorted by staff and only access designated areas.
- If illness occurs on-site, the visitor must notify their host and leave to seek medical care.
- Logs must be scanned and sent daily to: **StaySafe@ouboces.org**

Vendors

- Must report to Operations and Maintenance for initial screening.
- Required to wear face coverings and complete all check-in procedures.
- Access to buildings limited to essential job completion.
- Encouraged to hold meetings outside or virtually.
- Illness and contact protocols same as for visitors.
- Sign-in / out documents must be scanned and sent daily to: **StaySafe@ouboces.org**

Staggered Schedules:

Where possible, essential staff will work on staggered schedules to reduce contact and allow for social distancing. Shared spaces will rotate use or be reconfigured. All shared vehicles will transport only one employee at a time and will be disinfected between uses.

Personal Protective Equipment:

- All essential staff will be supplied with daily PPE based on role and exposure risk.
- Supplies will be stocked for a minimum six-month period.
- Replenishment protocols will be established, and access will be controlled.
- Requests for additional PPE will be processed through supervisors.

Potential Exposure:

OU BOCES will follow CDC and Department of Health guidance in the event of potential exposure:

Suspected or Confirmed COVID-19 Cases

Emergency Response

- Symptomatic individuals will be isolated and evaluated by a school nurse.
- Isolation rooms will maintain 6' distancing and appropriate ventilation.
- PPE will be worn by all staff supervising isolated individuals.

Post-Exposure Response

- Contact Health Department for reporting of positive cases.
- Close off and ventilate affected areas.
- Clean and disinfect spaces used by the individual.
- Reopen areas only after proper sanitation is completed.

Cleaning and Disinfecting

Daily and periodic disinfection will follow OSHA and CDC guidelines. Operations and Maintenance staff are trained in all protocols and maintain cleaning logs.

Routine Cleaning Includes:

- Garbage/recycling removal
- Floor sweeping/mopping with disinfectants
- Vacuuming of carpets
- Disinfection of bathrooms, staircases, windows, classrooms, and offices
- Replenishing supplies (soap, sanitizer, paper products)

Special Areas:

- **Cafeterias:** Cleaned/disinfected after every use
- **Kitchens:** Cleaned daily and as needed

Contact Tracing:

- All personnel and visitors must sign in/out and complete daily health screenings.
- Logs are maintained at all building entrances and workspaces.
- Data is submitted daily to the Public Health Coordinator.
- OU BOCES will coordinate with local health departments as required.

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

Limoncello at the Orange Inn

159 Main Street
Goshen NY, 10924
845-294-1880

Courtyard by Marriott

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

APPENDIX 8: LENS EMERGENCY ANNOUNCEMENTS

The following announcements are used in the Lockdown Emergency Notification System to make emergency announcements:

LOCKDOWN 1:

Lockdown. Lockdown. Lockdown. 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 1:

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

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.
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	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	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.
EVACUATE	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.
SECURE	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
District-Wide School Safety Team	One per district, BOCES and charter school, it is responsible for developing the district-wide school safety plan
District-Wide School Safety Plan	District-Wide School Safety Plan is a comprehensive, multi-hazard plan that outlines how a school district will prevent and respond to emergencies, including serious violent incidents and other crises. It covers all school buildings within the district and includes provisions for remote instruction during emergency closures. This plan is distinct from, but related to, building-level emergency response plans, which are more detailed and specific to individual school buildings.
Building-Level Emergency Response Planning Team	<p>One for each building within a district, BOCES and charter school, is responsible for:</p> <ul style="list-style-type: none"> • developing the building-level emergency response plan • appointing the emergency response team • appointing the post-incident response team • appointing any other incident response team(s) deemed necessary <p>appointed by the building principal and includes, but is not limited to representatives of:</p> <ul style="list-style-type: none"> • Teacher organizations • Administrator organizations • Parent organizations • School safety personnel • Other school personnel including bus drivers and monitors • Community members • Local law enforcement officials • Fire officials • Other emergency response agencies • Other representatives the board of education deems appropriate
Building-Level Emergency Response Plan	Confidential Emergency Response Plans are developed by Building-Level Emergency Response Planning 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.

COMPONENT	REGULATORY DESCRIPTION
Emergency Response Team	One for each building within a district, BOCES and charter school, it is appointed by the building-level emergency response planning team. Its members have specific roles or responsibilities during an incident or emergency
Post-Incident Response Team	One for each building within a district, BOCES, and charter school, it is appointed by the building-level emergency response team, and has responsibility for helping the school community in the aftermath of a violent incident or emergency

APPENDIX 11: EMERGENCY REMOTE INSTRUCTION

Emergency Remote Instruction Plan (beginning 2023-2024)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

Orange-Ulster BOCES has developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public-school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner’s regulations define the term “remote instruction.” This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day ([NYSED Part 175.5](#)).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS / DEVICES)

Orange-Ulster BOCES does not issue internet devices to students. It is the responsibility of component districts to issue such devices based on their annual survey and available data. It is the policy of OU BOCES to maintain a 1:1 ratio, Computing Device: Student. Computing devices will be available to all students enrolled with OU BOCES. Component districts shall survey families identify who has a reliable high-speed internet connection. When students do not have internet access, the component district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The component district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

OU BOCES district policy and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

EMERGENCY REMOTE INSTRUCTION PLAN

POLICIES	<p>The plan adheres to guidance set forth in the following Board of Education policies: Student Code of Conduct Policy (6312)</p>
INTERNET AND DIGITAL DEVICE ACCESS	<p>OU BOCES provides all students in grades K-12 access to a computing device based on an individual student’s instructional needs. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>OU BOCES participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
PEDAGOGY	<p>All teachers in grades K-12 will use Google Workspace for Education (Meet, Classroom, etc.) as their primary instructional platform.</p> <p>Several Orange-Ulster BOCES provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> - Using Google Meet along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model.</p> <p>Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations</p>

	<p>for students' participation and assignment completion "Flipped Classroom". These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p> <p><u>Professional Learning</u> – Professional Learning is provided annually on research-based methods, materials, and pedagogy for effective remote instruction.</p>
<p style="text-align: center;">STUDENT EXPECTATIONS</p>	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> • All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meets: <ul style="list-style-type: none"> ○ Mute yourself on meets as directed by your teacher ○ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. • Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. • Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
<p style="text-align: center;">DAILY SCHEDULE</p>	<p>The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. MS and HS teachers must be available for academic support during AAP (Tues-Thurs).</p>

<p>COMMUNICATION PROTOCOL: INTERVENTION</p>	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
<p>SPECIAL SERVICES</p>	<p>School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.</p>
<p>NON- INSTRUCTIONAL SERVICES</p> <ul style="list-style-type: none"> • TRANSPORTATION • FOOD SERVICE • MAINTENANCE • CUSTODIAL • CLERICAL / ADMINISTRATIVE SUPPORT 	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person instructional day. The actual hours of the instructional day shall be discussed each spring during building council.

For example, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total hours for State Aid purposes due to emergency conditions as follows:

1. Grades K-5: 6 hours, 15 minutes X 3 days = 18 hours, 45 minutes
2. Grades 6-8: 6 hours, 36 minutes X 3 days = 19 hours, 48 minutes
3. Grades 9-12: 6 hours, 35 minutes X 3 days = 19 hours, 45 minutes
4. **For a district-wide estimated total of 58 hours, 18 minutes]**

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner. OUBOCES does not transport students, therefore this will be the responsibility of the home district.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2024-2025, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023-2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-Wide School Safety Plan, the OUBOCES Cooperative Board shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District-Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.

APPENDIX 12: FIELD TRIPS AND BUS TRIPS

Effective Date: 2025-2026 School Year

1. Purpose

Field trips are an essential component of Orange-Ulster BOCES's educational mission. These off-campus experiences provide students with hands-on, real-world learning opportunities that reinforce classroom instruction and align with New York State Education Department (NYSED) Learning Standards.

2. Trip Planning & Approval

Educational Alignment: All trips must clearly support curricular goals and have a defined educational purpose.

Approval Process:

- **Day Trips:** Require prior approval from the building principal.
- **Overnight or Out-of-State Trips:** Require approval from the building principal and the District Superintendent.

Documentation Requirements:

- Trip objectives
- Detailed itinerary
- Transportation and supervision plans
- Medical and safety considerations

3. Supervision & Chaperone Ratios

Minimum Supervision Requirements:

- **Elementary School:** 1 staff member and 2 additional adults for up to 30 students; add 1 adult per additional 10 students.
- **Middle School:** 1 staff member and 2 additional adults for up to 30 students; add 1 adult per additional 15 students.
- **High School:** 1 staff member and 1 additional adult for up to 30 students; add 1 adult per additional 15 students.

Chaperone Eligibility:

- Only staff members and parents/guardians of participating students may serve as chaperones.
- Relatives or friends of staff or students are not permitted to chaperone.

4. Transportation

Approved Vendors: All transportation must be arranged through OU BOCES-approved carriers.

Safety Compliance: All transportation services must comply with NYSED safety regulations, including:

- Use of car seats for children under 5 years of age or weighing less than 50 pounds.
- Adherence to all federal and state transportation laws governing school buses and student travel.

Special Needs & Mobility Accommodations:

- Transportation must be accessible for students with disabilities, including those requiring wheelchairs, walkers, or other mobility supports.
- Vehicles must be equipped with appropriate lifts, ramps, and securements in accordance with the Americans with Disabilities Act (ADA) and NYSED guidelines.
- Trained personnel must be available to assist students with boarding, exiting, and securing mobility devices safely.

Driver Instructions: Drivers must be provided with clear directions to and from all destinations, along with emergency contact information and relevant student medical or mobility notes (as appropriate).

5. Health & Safety

Medical Needs:

- The school nurse must review all student medical needs in advance of the trip.
- Students who require medical support must be accompanied by a nurse or trained staff member.
- Medication handling must follow proper documentation and procedures.

Emergency Preparedness:

- Each trip must have a written emergency response plan including:
 - Communication protocols
 - Emergency contact information
 - Access to emergency services
- Students should wear identification tags with emergency contact information.

6. Parental Consent

Permission Slips: Written permission from a parent or guardian is required for all trips.

Trip Information: Consent forms must include:

- Purpose and itinerary
- Transportation details
- Contact and supervision information

7. Equity & Inclusion

Accessibility: Field trips must be planned to accommodate all students, including those with disabilities.

Non-Discrimination: No student shall be excluded due to inability to pay. Schools must seek to provide equitable access through subsidies or alternative arrangements.

8. Behavior & Conduct

Code of Conduct: Students must follow the OU BOCES Student Code of Conduct throughout the trip.

Pre-Trip Briefing: All students and chaperones must be briefed in advance on:

- Behavioral expectations
- Safety procedures
- Emergency contact protocols

9. Post-Trip Review

Debriefing: Trip organizers should conduct a post-trip review to evaluate:

- Educational effectiveness
- Logistical successes and challenges
- Student and chaperone feedback

Incident Reporting: Any accidents, medical issues, or significant incidents must be documented and reported to administration.

APPENDIX 13: AFTER-HOURS SAFETY, EMERGENCY PROCEDURES AND OPERATIONAL PLANNING FOR LARGE-SCALE EVENTS

I. Purpose

The purpose of this annex is to establish comprehensive safety, security, and emergency response protocols for after-school programs, extended-day services, and events occurring outside of regular instructional hours. This includes not only routine after-hours activities, but also **large-scale events** such as athletic competitions, performances, graduations, and community gatherings that may involve increased risk due to higher attendance, public access, or operational complexity. The annex ensures that all such activities are conducted with appropriate supervision, access control, emergency preparedness, and alignment with the District-Wide School Safety Plan.

II. Scope

Applies to all district-sponsored and third-party events or programs conducted on school property beyond regular instructional hours.

III. Objectives

- Ensure a safe and secure environment for all after-school programs, extended-day services, and after-hours or large-scale events.
 - Establish clear emergency response protocols for incidents occurring outside regular school hours, including **Shelter, Hold, Evacuate, Secure, Lockdown**.
 - Define and implement **Incident Command System (ICS)** roles and responsibilities specific to after-hours/special event operations.
 - Maintain effective communication between after-school/event staff, building administrators, district leadership, and emergency responders.
 - Ensure all after-school/event staff receive annual emergency response training and participate in drills appropriate to their role.
 - **Coordinate operational planning and risk management procedures for all large-scale and after-hours events** in collaboration with district departments such as Operations, Risk Management, Health & Safety, Technical Services, Communications, and Security.
 - Align all extended-hours emergency procedures with the District-Wide School Safety Plan and building-level response protocols.
-

IV. Security Protocols

1. Access Control

- Limit entry to one designated, supervised entrance.
- Exterior doors remain locked; entry is controlled via staff/security.
- Students and visitors must “check-in”. (Pre-screened list, Raptor Visitor Management, etc.)
- All staff must check-in according to event plan and wear visible ID lanyard.
- Maintain building access control and situational awareness.

2. Staffing

- All after-school programs must have a designated lead staff member.
- An administrator or designee must be on-call and reachable.

3. Monitoring

- Security cameras and alarms remain operational.
- Suspicious behavior is reported to building security and/or 911.

V. Emergency Response Actions

All after-school staff must be familiar with the five standard response actions and when to initiate each:

1. SHELTER – Hazard-Specific Protection

Used for environmental or hazardous threats (e.g., weather, chemical).

- Move to shelter areas.
- Follow specific instructions (e.g., drop and cover, seal room).

2. HOLD – Clear the Hallways

Used to isolate movement inside the school due to a localized issue.

- Students remain in rooms.
- Hallways are cleared.
- Normal classroom activities continue

3. EVACUATE – Move to Safety

Used when conditions inside are unsafe.

- Evacuate to a designated rally point.
- Maintain accountability of all students.
- Await further instructions or begin reunification if needed.

4. SECURE – Threat Outside

Used when there is an external threat in the vicinity (formerly Lockout).

- Exterior doors locked.
- Programs continue inside.
- All entry and exit must be authorized and coordinated through on-site security and the School Safety Deputy (SSD).

5. LOCKDOWN – Threat Inside

Used when there is a threat inside the building.

- Lock doors, barricade if necessary, stay out of sight. (Avoid, Deny, Defend)
- Remain in LOCKDOWN until released by law enforcement.
- Take attendance and accountability when it is safe to do so.
- Follow reunification plan post-event.

VI. Incident Command System (ICS) – After-School Roles

When an incident occurs after hours, the **first on-site trained adult assumes Incident Commander (IC) responsibilities** until relieved by an administrator or emergency responder.

ICS Role	After-School Assignment
Incident Commander (IC)	Senior after-school staff member or coach on-site. Coordinates all response actions. Notifies administrator and 911.
Operations Section Chief	Leads immediate actions (e.g., lockdown, evacuation). Often same as IC in smaller events.
Safety Officer	Ensures safety of students/staff during response. Monitors for additional hazards.
Public Information Officer (PIO)	Coordinates with district communications or principal to manage messaging to parents/media.
Liaison Officer	Point of contact for law enforcement, EMS, fire. Assists in situational briefings.
Logistics Section Chief	Secures resources (first aid kits, radios, flashlights, access to facilities).
Planning Section Chief	Tracks student/staff rosters and incident status. Helps with reunification planning.
Finance/Admin Section	Maintains documentation of hours, damages, and costs (if needed for extended incidents).

⚠ In response to most school emergencies, a **Unified Command** will be established between school staff and **first responders** (police, fire, EMS) when they arrive on scene.

VII. Medical Emergencies

- One CPR/First Aid certified adult must be on-site.
 - AED's, Stop-The-Bleed Kits, and Medical Supplies are available and accessible at all OUBOCES sites.
 - Emergency Medical Services (911) will be called immediately for injuries or serious illness.
-

VIII. Communication

- Emergency contacts posted in all after-school areas.
 - District-issued radios or cell phones used for internal coordination.
 - Mass notification system (Finalsiteconnect, etc.) used for parent communication.
 - Principal or ICS Public Information Officer coordinates all public messaging.
-

IX. Coordination with Outside Groups

- Facility Use Agreements require compliance with all emergency protocols.
 - At least one group representative must be trained or briefed on procedures.
 - District retains authority to cancel or modify permits during emergencies.
-

X. Training & Drills

- All after-school staff receive annual emergency response and ICS role training.
- Periodic drills (Evacuation, Lockdown, Secure) will be conducted after hours.
- Documentation of training and drills is maintained by the Program Administrator.

XI. Event Safety and Operational Planning for After-Hours and Large-Scale Functions

For any large-scale, after-school or community-based events—such as graduations, performances, athletic tournaments, fundraisers, or facility rentals that draw significant attendance—**proactive safety and emergency planning must be coordinated** through the district’s:

- **Operations & Maintenance**
- **Risk Management**
- **Health & Safety**
- **Technical Services**
- **Communications**

Key Planning Requirements:

1. Pre-Event Planning Meeting(s)

- A pre-event safety planning meeting(s) must be held for events expected to draw 100+ attendees or involve multiple buildings or sites.
- Planners must include representatives from:
 - Hosting program/department
 - Building administrator
 - Operations
 - Facilities
 - Risk Management
 - Health & Safety
 - Technical Services
 - Food Services
 - Security
 - Communications
 - Local law enforcement, Fire and/or EMS (as needed)

2. Emergency Action Plan (EAP)

- A customized **Event-Specific Emergency Action Plan** (“One Pager”) must be developed for each large-scale event and must include:
 - Site-specific SRP’s
 - Standard Response Protocols – Shelter, Hold, Evacuate, Secure, Lockdown
 - Crowd control/management and ingress/egress routes
 - First aid/medical response location(s)
 - Communications and chain-of-command
 - Weather contingency or cancellation protocols
 - Parking and Traffic Plan

3. Incident Command Event Structure

- A designated **Event Incident Commander (EIC)** must be assigned (e.g., lead event organizer, athletic director).
- ICS roles must be pre-assigned among event staff, with coordination through the Building-Level Emergency Response Team and/or Principal.
- District ICS and radio communication systems will be made available for events of scale.
- ICS fillable charts (with position descriptions) are located in all Building-Level Emergency Response Plans.
 - Incident Command Chart – Full
 - Incident Command – After School
 - Reunification Command Chart

4. Coordination with First Responders

- Local police, fire, and EMS should be notified in advance of high-attendance events.
- Unified Command protocols will apply in the event of a critical incident.
- On-site presence of law enforcement may be requested depending on event type and risk assessment.

5. Accessibility & Special Needs Considerations

- Egress routes, reunification areas, and safety messaging must be accessible to all attendees, including those with mobility, visual, or cognitive needs.
- Transportation and accommodations for individuals with disabilities must be reviewed in advance.

6. Post-Event Review / Debrief

- A debrief will be conducted after any large-scale event involving emergency response, crowd management issues, or medical incidents.
- Lessons learned will be shared with the District-Wide Safety Team to inform future planning.

APPENDIX 14: SUDDEN CARDIAC ARREST (SCA) PREPAREDNESS AND RESPONSE PLAN

In Compliance with Desha's Law

I. Purpose

This appendix establishes district-wide policies and procedures in compliance with **Desha's Law (A.785-A/S.7103-A)**, amending Education Law § 2801-a and § 917. It ensures readiness to prevent and respond to sudden cardiac arrest (SCA) events at all school facilities and school-sponsored events through implementation of a **Cardiac Emergency Response Plan (CERP)**, access to **automated external defibrillators (AEDs)**, and integration with emergency medical services (EMS).

II. Required Policy Inclusions (per Ed Law § 2801-a and § 917 as amended)

A. Automated External Defibrillators (AEDs)

- Each instructional facility must have **clearly marked, accessible, and operational AEDs** on-site.
- AED placement and quantity will be determined by the District in consultation with the Commissioner of Education and Commissioner of Health.
- AEDs must be maintained in accordance with **American Heart Association (AHA)** or other nationally recognized guidelines for emergency cardiovascular care.
- AED maintenance logs shall be reviewed monthly and submitted to the District Safety Office.

B. Sudden Cardiac Arrest Response Integration

The District-Wide Safety Team shall:

1. Develop a **written Cardiac Emergency Response Plan (CERP)**.
2. Ensure procedures are **site-specific**, with clear protocols for:
 - Any school property.
 - Any school-sponsored event (including athletics) regardless of location.
3. Integrate the plan with **local EMS protocols** and ensure EMS can access AEDs as needed.

III. Cardiac Emergency Response Plan (CERP) Components

A. Core Elements (Aligned to AHA Recommendations)

- **Activation of emergency response:** Immediate call to 911.
- **On-site response:** Identification and deployment of trained staff and AED.
- **CPR/AED use:** Immediate CPR and defibrillation using accessible AED.
- **Clear communication:** Use of internal communication systems to alert response teams and guide emergency responders.
- **Post-event response:** Documentation, equipment inspection, and debriefing.

B. Venue-Specific Protocols

Each building and school-sponsored athletic program must develop:

- Venue-specific **AED locations and emergency routes**.
- Plans for SCA occurring during **athletic practices, games, and after-hours events**.
- Designated response personnel at high-risk or large-scale activities.

IV. Training and Drills

A. Training Opportunities

- Sudden cardiac arrest awareness and response training shall be included in **annual school safety training** for all staff.
- CPR, first aid, and AED training may be provided **voluntarily** to:
 - Building-level emergency response team members
 - Athletic coaches and physical education staff
 - Other personnel regularly supervising students or events

B. New Staff Training

- New employees must receive SCA/emergency response awareness within **30 days** of hire or during onboarding, whichever occurs first.

C. Student Education

- Age-appropriate awareness may be included in health and physical education curricula.

V. Chief Emergency Officer Oversight

The **Chief Emergency Officer (CEO)** is responsible for:

- Coordination between school personnel, EMS, and law enforcement
- Integration of CERP into the district-level safety plan
- Annual review and update of building-level and district-wide response protocols
- Certification of compliance with all staff training requirements

VI. Documentation and Review

- All incidents involving AED usage or SCA response shall be **documented** and reviewed.
- The District-Wide Safety Team will review this appendix **annually** or following any major event.
- Updates will be submitted to the Board of Education for **review and adoption**.

Effective Date: January 1, 2026 (in accordance with implementation timeline established by Desha's Law)

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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.

SCHOOL DISTRICTS

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



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