SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

District-Wide School Safety Plan

Revised 2025

160 Van Wyck Road, Blauvelt, NY 10913

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South Orangetown Central School District
District-Wide District Wide Emergency Response Plan

Commissioner's Regulation 155.17 Project 14

INTRODUCTION

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

The District-Wide School Safety Plan is responsive to the needs of all schools within the District and is consistent with more detailed emergency response plans required at the school building level. Schools are at risk of a wide variety of acts of violence and natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. It should be noted that this is not all-inclusive of the plans, procedures, and protocols maintained by the District to ensure the overall safety of students, staff, community, and the safeguarding of all District facilities.

This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the District and its schools.

The South Orangetown Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools of the South Orangetown Central School District encourages and advocates on-going cooperation and support of Project SAVE.

GENERAL CONSIDERATIONS

A. Purpose

The South Orangetown Central School District-Wide School Safety Plan was developed pursuant to the Commissioner's Regulation 155.17. At the direction of the South Orangetown Central School District's Board of Education, the Superintendent of Schools appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide Emergency Response Plan.

B. Identification of School Teams

South Orangetown Central School District has appointed a District-Wide School Safety Team for the 2025-26 Schoolyear*,* consisting of, but not limited to, representatives of the school Board of Education, teachers, administrators, school safety personnel and other school personnel. The members of the team and their positions or affiliations are as follows:

- Ms. Katie Gravino, Board of Education Member
- Dr. J. Robert Coleman, Board of Education Member
- Ms. Diane Korabel (Alternate), Board of Education Member
- Dr. Brian Culot, District Superintendent
- Ms. Natalie Espinal, Assistant Superintendent of Business and Operations
- Dr. Rudy Arietta, Assistant Superintendent Curriculum & Instruction
- Mr. George Brady, Assistant Superintendent of Technology & Innovation

- Mr. Giancarlo Vinciguerra, Director of Facilities
- Mr. John Gulino, Director of Safety, Security & Compliance
- Ms. Hailey Robertson, District Communications
- Ms. Michelle Stevens, Transportation Coordinator
- Ms. Melissa Luciano, Principal, Tappan Zee High School
- Mr. Alex Levine, Assistant Principal, Tappan Zee High School
- Dr. Karen Scarth, Principal, Cottage Lane Elementary
- Dr. Danielle Page, Asst. Principal, Cottage Lane Elementary
- Ms. Sheila Beglin, Principal, William O. Schaefer
- Mr. Brian Galvin, Asst. Principal, William O. Schaefer
- Dr. Chad Corey, Principal, South Orangetown Middle School
- Ms. Stephanie Grace, Asst. Principal, South Orangetown Middle School
- Mr. Luke Grainey, School Resource Officer, OPD
- Mr. Terrance Drain, School Resource Officer, OPD
- Dr. Stephen Cohn, EASO Representative
- Ms. Heidi Hill, EASO Representative
- Parental Representative, David Sansone
- Parental Representative, Kim Sheridan
- Special Representative, Jim Nawoichyk

C. Concept of Operations

- The District-Wide School Safety Plan is linked to the individual Building-Level Emergency Response Plans as a matter of protocol. The activation of a Building-Level Emergency Response Plan triggers the notification and possible activation of the District-Wide School Safety Plan and associated team.

- The District-Wide School Safety Plan was developed through extensive analysis of the local environment, emergency potential, and available resources. Through training and workshops that included school employees, administration and local emergency services, the plan has been developed to address the specific needs of the South Orangetown Central School District and the community.

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be conducted by the Building-Level Emergency Response Team. The building principal is responsible for notifying the Superintendent of Schools or the highest-ranking person in the chain of command of any necessary building- level plan activation. This notification shall be accomplished via telephone or the District's radio network. A School Resource Officer (SRO) is also in the district and will provide immediate support and assistance as needed – depending on the nature of the emergency or incident.

- Upon the activation of the Building-Level Emergency Response Team the Superintendent and his/her designees, shall be notified and where appropriate, local emergency officials shall also be notified.

- County or local resources supplement the District's emergency action planning in several ways:

    - Local law enforcement provides building reviews and offers ideas for improvement (e.g., the School Resource Officers).
    - Local law enforcement and emergency services may participate in planning and training

exercises and develop strategies for managing Building-Level emergencies.
- Local fire departments and the Rockland County Office of Fire and Emergency Services assist with additional evacuation areas and sheltering locations; also, may provide supplies as needed.
- Share mental health resources during post incident responses.

D. Plan Review and Public Comment

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

- Full copies of the District-Wide Emergency Response Plan and any amendments shall be submitted to the New York State Education Department within 30 days of adoption.

- This plan must be reviewed by the District-Wide School Safety Team at least annually and updated as necessary; it must then be adopted by the District's Board of Education by September 1 each year.

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies
Program Initiatives

The District has developed several programs and activities to aid in risk reduction. These initiatives are run at different age groups within the District. Examples of the topics covered:

- Character Education Programming
- Anti-bullying Programs
- Positive Behavior Intervention and Support Programs (i.e., a School Resource Officer)
- Peer Leadership Programs
- Drug Abuse Resistance Education Programs
- Codes of Conduct
- Crisis Response/Intervention Plans.

Facilities/Security Initiatives

The District has attempted to enhance the security of its facilities through a number of initiatives, including the following:

- Sign-in procedures and use of visitor ID badges with visual contact.
- Implementation of a Visitor Management System that checks the background of all visitors and contractors to determine if there are any custom alerts (i.e., custodial issues) or Sexual Offender records.
- Faculty/staff ID badges.
- Schools have developed a single point of access for visitors at each building.
- Installation of interior and exterior surveillance cameras throughout our campuses.
- Key Access Card distribution to employees to gain building entry through door readers.
- Installation of alarms to signify if a door has been propped open.

- All the school's exterior windows and exits have been numbered to facilitate emergency response.
- Automated Lockdown Systems and enhanced sound quality throughout each campus.
- Anti Intrusion building materials

Training, Drills, and Exercises

- The District has established policies and procedures for annual multi-hazard school safety training for employees and students. Training includes:

  - An annual review of the building-level emergency guides and general employee awareness training for building employees. This will be conducted by each Principal and the Director of Safety, Security and Compliance. Online training tutorials may also be utilized.
  - The annual early go home drill to test evacuation and sheltering procedures. Each school building conducts lockdowns and evacuations throughout the course of the year in compliance with the NYSSED drill schedule for the purpose of familiarizing employees and students with emergency procedures. The District shall conduct drills and other exercises to test and evaluate the effectiveness of the District's Emergency Response Plan. Each building principal will forward a schedule of planned emergency drills (i.e., lockdown and evacuation drills) to the School Business Administrator and the Director of Safety, Security, and Compliance by the beginning of each school year. Each principal will be required to complete a minimum number of student drills as follows:

    - 4 lockdown drills, 8 evacuation drills. At least 8 must be conducted by December 31 of each year, the balance must be conducted during the remainder of the school year. Additionally, 1 Early Go Home Drill to test the effectiveness of the evacuation and transportation system must be conducted annually; 3 Bus Safety Drills completed each school year in accordance with the NYS Education Law.
    - Each school's Principal and/or designee, must complete the *Post Drill Review Form*, following every Emergency Drill; this will list any areas of improvement needed, or deficiencies discovered, during the drill. Any such findings will be followed up on by the Facilities and Safety, Security & Compliance Departments.
    - Notice to staff, parents and those in parental relation will be given within one-week of all emergency drills. This will be accomplished by each School Principal or designee.
    - All drills will be conducted in a trauma-informed, developmentally and age-appropriate manner and avoid tactics (e.g. no props, actors or simulations) that may introduce or activate prior trauma. A live announcement will be made before each lockdown drill to each building.

- The District shall conduct tabletop exercises with the Building-Level Safety Teams to test the components of the emergency response plan. The narratives, sequence of events and messaging for each exercise shall be developed by select members of the District-Wide School Safety Team, Emergency Management consultants and local emergency services. A controller, evaluator, and simulator shall conduct each tabletop exercise. The suggestions and necessary enhancements of the Building-Level Emergency Response Plan noted during the evaluation shall be documented by the evaluator and provided to the Building-Level Safety Teams and District- Wide Safety Team for further evaluation.

- Topics for training will include general security and safety measures, intervention strategies with difficult or challenging students, building security awareness, and reporting requirements and procedures.

In the execution of their duties, faculty, aides, and monitors shall have responsibility for:

- Monitoring halls, lavatories, locker rooms, locker bays and similar areas, assuring orderly passage of students and pre-emptive intervention in potentially disruptive situations.
- Observation of the general property, including the immediate outside area/perimeter of the building(s), with an obligation to report suspicious activity to district or building administration.
- Overseeing study halls, cafeterias, or other areas of student assemblage with the goal of assisting to maintain an orderly, safe environment.

Chief Emergency Officer

Shall be the Director of Safety, Security & Compliance. The Chief Emergency Officer shall function as the liaison between the District and external agencies during times of emergencies as well as during plan development and maintenance.

Other responsibilities included of the Chief Emergency Officer include:

Coordination of the communication between school staff, law enforcement, and other first responders

- Lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans
- Ensure staff understanding of the district–wide school safety plan;
- ensure the completion and yearly update of building-level emergency response plans for each school building;
- Assist in the selection of security-related technology and development of procedures for the use of such technology;
- Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
- Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807;

Other members of the District-Wide Safety Team will provide ongoing support to the Chief Emergency Officer.

School Safety Personnel

School safety personnel (i.e., Principal, Assistant Principal, School Nurse, Teaching Assistants, Hall Monitors, Custodians, Security, and other designees) have a critical role in violence prevention. The following represents a description of the responsibilities of school safety personnel in schools:

- Monitor hallways, entryways, exits and outside grounds during school hours for unusual occurrences or unauthorized visitors.
- Function as building liaison in communicating building level safety issues or concerns.
    - Represent the building on the District-Wide Health and Safety Committee. Serve on the Building-Level Emergency Response Team.
    - Attend school safety meetings and be a resource on school safety and security issues for building employees.
    - Collaborate on development of plans and strategies for building security, crime and violence prevention, safety planning and employee training.
    - Participate in school incident investigations.

- Respond to all school emergencies as part of the building's Emergency Response Plan.
- Coordinate annual school safety, multi-hazard training for students and employees. Multi- hazard training shall include crisis intervention, emergency response and management.
- Ensure employees and students receive annual training on emergency protocols such as bomb threats, evacuations, sheltering in place, lockdowns, secure lockouts, relocation to hallways, fire emergencies, bus emergencies, and appropriate violence prevention strategies. Training will include, but not limited to, drill debriefings, safety discussions in staff development days, and making certain each workspace and classroom has an updated Emergency Response Quick Card available for review.
- Designate a procedure for informing substitute teaching and non-teaching employees of school safety protocols.
- Comply and encourage compliance with all school safety and security policies and procedures established by the Board of Education.
- Attend professional development activities on school safety and violence prevention. All training courses shall receive prior approval from the Superintendent or his/her designee.

Important: Each principal is charged with enforcement of the above responsibilities for their respective buildings.

Hiring and Screening of School Personnel

The following hiring and screening practices are followed for the hiring of all personnel:

Fingerprinting and Criminal Background Checks

For all employees hired by schools, the District completes a fingerprinting prior to appointment. No employee works in the District until fingerprint clearance is received. Employees include: any person receiving compensation for work from schools; any employee of a contracted service provider involved in direct student contact; any worker assigned to a school under a public assistance employment program (includes part-time employees and substitutes).

Reference Checks

References are thoroughly checked prior to extending an employment offer.

- Reference check forms are used for instructional and non-instructional.
- Reference checks are completed and reviewed by the administrative team along with the application.
- Prior to making a job offer to a prospective employee, the following mandatory questions are asked during reference checks with immediate and/or past supervisors:
  - To your knowledge, has this candidate ever been refused employment because of behavior that jeopardized the welfare of children?
  - Would you rehire this candidate if he/she were to apply to you again? Why or why not?

B. Early Detection of Potentially Violent Behaviors, Suicide Ideation & Threat Assessment Teams

The District has implemented policies and procedures related to the early detection of potentially violent behaviors, including suicide ideation among students and staff. Each building Principal is responsible for the dissemination of informative materials regarding the early detection of potentially violent behaviors to their employees and parents each school year. In addition, employees shall receive training on the District's Code-of-Conduct and awareness training on violent behaviors,

including threats to self (suicide) and other mental health topics, to be conducted or coordinated by the Superintendent or designee.

The building Principal, in consultation with the Superintendent and/or designee, will annually designate a threat assessment team to provide on-going support and information to identify and assess individuals who may be potential threats to safety, with the intent of minimizing or preventing acts of violence in the school community. The threat assessment team will be comprised of, but not limited to, the following personnel from the school and the larger community, as appropriate: building administrators, legal counsel, the medical director and/or school nurse, school counselors, local mental health and social service providers, law enforcement, school resource officers, and safety personnel. The team will meet regularly and be mindful of the need for discretion and observance of confidentiality requirements. In addition, the South Orangetown CSD participates in the Rockland County Threat Assessment and Management team (RCTAM). The purpose of RCTAM is to facilitate training, coordination and share resources regarding a potential threat.

Students will be encouraged to bring their concerns to any district employee. If a district employee becomes aware of a threat to the school community, including a threat of suicide, they must inform the building Principal (for students) and the Assistant Superintendent of Human Resources (for Staff) immediately, who then may invoke established threat assessment teams or suicide protocols. The Principal may request the participation of the following additional individuals who may have specific knowledge of the potential perpetrator: district/school staff, students, and parents; they are also responsible for keeping the Superintendent informed about the activities of the threat assessment team. Threat assessment team members will receive appropriate training.

C. Hazard Identification

The following sites have the potential for internal or external emergency situations:

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Building	**Employees**	**Students**	**Potential Transportation Requirements**
Tappan Zee High School	125	913	25 large buses
South Orangetown Middle School	96	664	17 large buses
Cottage Lane Elementary School	97	625	16 large buses
William. O. Schaefer Elementary School	96	557	16 large buses
Greenbush (District Operations Building)	13	0	N/A

The buildings and grounds associated with each of these facilities have the potential for a District Wide or Building Level emergency or incident.

Sites of potential emergency within Rockland County that could adversely affect the South Orangetown Central School District have been identified to include:

- Palisades Shopping Center
- Proximity to New York City

- The NY State Thruway
- Mario Cuomo Bridge (Tappan Zee Bridge)
- Indian Point Nuclear Facility
- Orange & Rockland Utilities
- Suez Water
- Rockland Psychiatric Center
- Rockland County Correctional Facility
- CSX Railroad
- Route 303 Commercial Corridor
- Tennessee Gas Pipeline

RESPONSE

A. Notification and Activation (Internal and External Communications)

- In cases of a seriously violent incident, the District will use the tools listed below to meet the requirements for notification and activation. A serious violent incident is an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the lockdown, secure lockout, shelter-in-place or evacuation of students and employees because of an imminent threat to their safety or health. This includes, but is not limited to, the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical, or biological weapons, knives, or other dangerous instruments capable of causing death or serious injury, riots, hostage-taking, or kidnapping.

  Communications systems are:

Internal

All Employees	Public Address System, Building Phones, Radios, and other mass notification systems (e.g. Email).
To Students	Public address system and verbally from supervising teachers
District Superintendent/Administrators	Public Address System, Building Phones, Radios, and other mass notification systems (e.g. Email).
Buildings and Grounds	Public Address System, Building Phones, Radios, and other mass notification systems.
Board of Education	Phone and email

External

New York State Police: F Troop	911
Town of Orangetown P.D.	911
Piermont Police Department	911
Rockland Sheriff's Office	911
Blauvelt Fire Department	911
Piermont Fire Department	911
Sparkill/Palisades Fire Department	911
Tappan Fire Department	911
Orangeburg Fire Department	911
All other Education Agencies with the South Orangetown CSD	Reverse 911 (activation will be determined by OPD)

Parents	• District Website: www.socsd.org • Other Mass Communication Systems (e.g. Parent square) • Transportation Phone Emergency Information: (845) 680-1666 • The district will also utilize radio frequency and Radio Stations: <u>Radio Stations</u> ▪ WHUD 100.7 FM <u>Television Stations</u> News 12 Hudson Valley

The Rockland BOCES **Communications Service**, in close collaboration with the District Superintendent, **Incident Commander (IC)** and/or Chief Emergency Officer, will coordinate release of any news information to the media or parties external to the situation. This may include controlling media access and coordination of press conferences or interviews with key communicators. All communications during the emergency and during recovery must be approved by the Rockland BOCES Communications **Service**.

Upon learning of an existing or potential crisis, the **Rockland** BOCES Communications **Service** will notify the District Superintendent, who will communicate the information to school board members. In specific circumstances, the Chief Emergency Officer or designee may notify municipal officials of a crisis.

The District Superintendent and/or Chief Emergency Officer may release news items to the press after being reviewed and approved by **members of the Rockland BOCES Communications Service.** Factual data and/or records shall be released to the media only through the **Rockland BOCES Communications Service**. The South Orangetown Central School District, under the guidance of the Communications **Service**, may establish a special web page or hotline as a single source/point of access for official school district information to individuals in the community.

The Communications Team, in some cases, may establish a media staging area or Joint Information Center (JIC) near the incident building or at a location away from the crisis building, in conjunction with the District Superintendent and/or Chief Emergency Officer and local law enforcement officials.

If a JIC or media staging area is established, parents and caregivers will be directed to report to a district reunification center – a location other than the JIC/media staging site and the incident building. Parents and caregivers must be directed away from a JIC and incident site, as established by the District Superintendent, Incident Commander (IC) or Chief Emergency Officer.

B. Situational Responses – Multi-Hazard Response and Response Protocols

Staff cooperation is critical when an act of violence occurs. In the event of a criminal act, bomb threat, civil disturbance, intrusion, hostage taking, kidnapping or other threatening event, staff response may include:

1. Verbal instructions to cease the behavior.
2. Call for assistance from other staff.
3. Verbal instructions to follow classroom emergency procedures based on the main offices' instruction over the public address system.
4. Call law enforcement and other necessary emergency response agencies.
5. Removal of any onlookers that could aggravate the situation.
6. Not invading the space of the individual(s) involved.
7. Removal of any potentially dangerous weapons or objects.
8. Physical restraint if other actions do not stop the violence

In the event of a violent incident, the following policies and procedures are to be followed at the District level:

- The Superintendent and/or designee will ensure the Building-Level team has adequate resources to respond to an emergency.
- The Public Information Officer will develop a public information strategy to communicate necessary information to the media, parents, and staff.
- The Central Office will notify the Chief Emergency Office (or designee) who is the leader of the District's Crisis Intervention Team of the event. The Superintendent will notify appropriate Board of Education members of the incident.
- The Superintendent will file any necessary information with the State Education Department (for example, school bomb threat data cards).

In the event of a violent incident, the following policies and procedures are to be followed at the school building level:

- Students/Staff report an incident if observed.
- Staff take appropriate action as necessary to respond to the incident (i.e., follow Emergency Response procedures that are kept in their classroom or workspace).
- School guidance counselors, social workers, and nurses are involved when necessary.
- Building principals will conference with the student(s) involved to determine the problems/issues.
- If parental notification is necessary, the building principal will contact the parent(s) and may arrange a parent conference.
- Appropriate discipline will be administered following the District Code-of-Conduct and the incident will be reported to the State Education Department when appropriate.

Follow-up for the violent incident should include:

1. Investigation of the incident by building principal and law enforcement, as necessary.
2. Preparation of written accounts of the incident by all involved.
3. Review of written accounts by the building principal for any disparities.
4. Appropriate disciplinary action according to the District's Code of Conduct.
5. Review of the entire incident by administration for future planning. Debrief is to occur as soon as is practicable, but not later than 24 hours after the incident ended.
    a. What happened?
    b. Where did it happen?
    c. When did it happen?
    d. Why did it happen?
    e. How did it happen?
    f. How many individuals were involved?
    g. Are the individuals associated with a group?
    h. How could the incident have been prevented?
    i. What warning signs were missed?
    j. What can we do to prevent a future incident?
6. Counseling or other needed support for the victim(s), other students and staff involved in the incident.
7. Necessary reporting and parental notification.
8. Review by the School's Threat Assessment Team

Response Protocols
The South Orangetown Central School District has a comprehensive multi-hazard Emergency Response Plan, also known as the Building Level Plan, specific to each school. This plan is updated annually and is confidential to certain members of each safety team, law enforcement and other emergency personnel. Elements of the plan include, but are not limited to:

- Chain of Command and Incident Command Structure (ICS) for each school
- Other Relevant Parties
- Planning, Emergency Response and Post Incident Teams
- Emergency Telephone Numbers
- Telephone Tree
- CPR/AED List
- Evacuation Points (onsite and offsite).
- A list of potential hazards and specific annexes to address/mitigate each one (e.g., bomb threat, hostage, intruder, natural disaster, high wind, gas leak, etc.)

District Wide Incident Command Structure (ICS) for Emergencies:

(See page 31 to view chart)

Arrangements for Obtaining Emergency Assistance from Local Government

During emergencies, the administration shall use the following process in making the arrangements for obtaining assistance from emergency service organizations and local government agencies:

- Superintendent, Chief Emergency Officer and/or designee contacts a dispatch point or 911 center for fire or EMS response.

- Superintendent, Chief Emergency Officer and/or designee contacts the highest, ranking local government officials for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The Administration shall use the following protocol for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law:

- Superintendent, Chief Emergency Officer and/or designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The District has identified resources for an emergency from the following agencies: the Red Cross, Rockland BOCES, all local fire departments, the police, private industry, private individuals, religious organizations, and others.

District Resources Available for Use in an Emergency

The South Orangetown Central School District has created a comprehensive list of resources available during an emergency, including fuel sources, communications, food service capability, maintenance vehicle lists, medical supplies, and AED/CPR/First Aid trained staff. Specific information in each of these categories is contained in the Building Level plans.

Procedures to Coordinate the Use of School District Resources and Human Resources during Emergencies

The District shall use the following procedure to coordinate the use of school resources and human resources during emergencies:

- The building Principal of the affected facility shall contact the Superintendent, or his/her designee, and request the necessary resources.
- The Superintendent, or the highest-ranking person in ICS chart on page 31, shall assess the request and allocate personnel and resources as necessary.

Protective Action Options

The South Orangetown Central School District shall follow the following protocols in assessing the appropriate protective action option. The decision to cancel school, to dismiss early, shelter in place or evacuate, may be made in cooperation with state and local emergency responders, as appropriate. Local law enforcement has complete access to all SOCSD buildings 24 hours/7 days a week, with the ability to override any alarms and/or locked doors in the event of an emergency.

- School Cancellation and/ or Delay
    - Monitor any situation that may warrant a school cancellation – Superintendent or designee.
    - Make determination – Superintendent or designee.
    - Contact Transportation Supervisor to coordinate transportation issues- Superintendent or designee.
    - Contact local media – Superintendent or Public Information Officer
    - Initiate ParentSquare call chain -- Superintendent or Public Information Officer
    - Update District's website to reflect the situation – Public Information Officer
    - Provide for safety and security of employees and students who do come to school – Facilities or Safety Departments

- Early Dismissal
    - Monitor situation –Superintendent or designee.
    - If conditions warrant, close school – Superintendent or designee.
    - Contact Transportation Supervisor to arrange transportation –Superintendent or designee.
    - Inform parents of early dismissal – Superintendent or Public Information Officer
    - Initiate ParentSquare call chain – Public Information Officer
    - Update District's website to reflect the situation – Public Information Officer
    - Retain appropriate personnel until all students have been returned home- Principal or designee

- Evacuation (before, during and after school hours, which includes security during evacuation and evacuation routes)
    - Determine the level of threat – Superintendent, Principal or Designee
    - Determine location of evacuation site depending on the nature of incident – Superintendent, Principal and/or designee
    - Contact Transportation Supervisor to arrange transportation – Superintendent, Principal or Designee
    - Clear all evacuation routes and sites prior to evacuation.
    - Evacuate all employees and students to pre-arranged evacuation sites – Transportation Coordinator
    - Account for all students and employees. Report any missing employees or students to the building Principal – Principal or designees.
    - Make determination regarding early dismissal – Superintendent or Designee
    - If determination was made to dismiss early, communications will be sent to parents and/or guardians regarding early dismissal -Public Information Officer
    - Initiate ParentSquare call chain – Public Information Officer
    - Update District's website to reflect the situation – Public Information Officer
    - Ensure adult supervision or continued school supervision/security – Principal and designees.
    - Set up an information center so that parents may make inquiries as to the situation – Principal and designees
    - Retain appropriate personnel until all students have been returned home – Principal and designees.
    - Proper reunification procedures must be followed before students are returned to parents (see Appendix 7)

- Sheltering Sites (internal and external)
    - Determine the level of threat – Superintendent, Principal and/or designee.
    - Determine location of sheltering depending on the nature of incident – Superintendent, Principal and/or designee.
    - Contact Transportation Supervisor to arrange transportation – Superintendent, Principal or Designee.
    - Account for all students and employees. Report any missing employees or students to the designee - Superintendent, Principal and/or designee.
    - Determine other occupants in the building – Superintendent, Principal and/or designee.
    - Make appropriate arrangements for human needs- Superintendent, Principal and/or designee.
    - Take appropriate safety precautions.
    - Provide information and current status of the situation to parents and other inquiring parties – Public Information Officer
    - Retain appropriate personnel until all students have been returned home – Principal or designees.
    - Proper reunification procedures must be followed before students are returned to their parents (see Appendix 7).

RECOVERY

A. Central Administration Support for Buildings

The South Orangetown Central School District-Wide Safety Team will support the Building-Level Emergency Response Team and the Crisis/Post-Incident Response Teams in affected schools.

B. Disaster Mental Health Services

The Central Office shall assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams in the affected schools.

Appendix 1 – Required Plan Development Procedures

The South Orangetown Central School District has revised the District-Wide Emergency Response Plan in accordance with the latest guidance from the New York State Education Department (NYSED).

The District-Wide Safety Team members for the *2024-25* school year are listed below and were given an opportunity throughout the last school year to share ideas and thoughts that may have contributed to the 2025-26 revised plan. The plan was re-adopted by the Board of Education and was filed with the Commissioner of Education no later than 30 days after its adoption.

Please note the original plan was adopted by the board on January 13, 2003.

2024-25 District-Wide Safety Team Members

- Mr. David Sansone, Board of Education Member
- Ms. Katie Gravino, Board of Education Member
- Mr. Justin Gelband, Parent Representative, William O. Schaefer Elementary
- Mr. Joseph Gravino, Parent Representative, Cottage Lane Elementary
- Mr. Jamie Cohen, Parent Representative, South Orangetown Middle School
- Mr. Rafael Gonzalez, Parent Representative, Tappan Zee High School
- Dr. Brian Culot, District Superintendent
- Ms. Natalie Espinal, Assistant Superintendent for Business and Financial Services
- Dr. Karen Tesik, Assistant Superintendent of Pupil Personnel Services
- Mr. George Brady, Director of Technology
- Ms. Riva Fisher, Health Services
- Mr. Jack Rallo, Director of Facilities
- Mr. John Gulino, Director of Safety, Security & Compliance
- Ms. Jen Citrolo- District Communications
- Ms. Michelle Stevens, Transportation Coordinator
- Ms. Melissa Luciano, Principal, Tappan Zee High School
- Mr. Paul Frisch, Assistant Principal, Tappan Zee High School
- Ms. Karen Scarth- Principal, Cottage Lane Elementary
- Ms. Danielle Page, Assistant Principal, Cottage Lane Elementary
- Ms. Sheila Beglin- Principal, William O. Schaefer
- Mr. Brian Galvin- Assistant Principal, William O. Schaefer
- Dr. Chad Corey- Principal, South Orangetown Middle School
- Ms. Stephanie Page, Assistant Principal, South Orangetown Middle School

Appendix 2 – Listing of all South Orangetown CSD Buildings

The South Orangetown Central School District is 22 square miles and provides quality educational services to approximately 2,880 students in grades Kindergarten through Grade 12, in 4 buildings, with 450 employees.

South Orangetown Central School District's Building Names and Locations

Tappan Zee High School
15 Dutch Hill Road
Orangeburg, NY 10962
Telephone: 845-680-1600, ext. 4
Principal: Ms. Melissa Luciano
Assistant Principal: Mr. Kevin Carbonetti
Assistant Principal: Dr. Alex Levine

South Orangetown Middle School
160 Van Wyck Road
Blauvelt, NY 10913
Telephone: 845-680-1100, ext. 3
Principal: Dr. Chad Corey
Assistant Principal: Ms. Stephanie Grace

Cottage Lane Elementary School
120 Cottage Lane
Blauvelt, NY 10913
Telephone: 845-680-1500, ext. 3
Principal: Dr. Karen Scarth
Assistant Principal: Dr. Danielle Page

William O. Schaefer Elementary School
140 Lester Drive
Tappan, NY 10983
Telephone: 845-680-1300, ext. 3
Principal: Ms. Sheila Beglin
Assistant Principal: Mr. Brian Galvin

Central Administration Office
160 Van Wyck Road
Blauvelt, NY 10913
Telephone: 680-1000, ext. 2
Superintendent: Dr. Brian Culot

SOCSD Communications Contact Information

Telephone: (845) 680-1011/ (845) 680-1108

Website Address: **http://www.socsd.org**

Appendix 3 – The Early Detection of Potentially Violent Behaviors
A Guide for Families and Communities

Early Warning Signs
It is not always possible to predict behavior that will lead to violence. In some situations, and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward yourself or others. School personnel and students, as well as parents, are often in a good position to observe these early warning signs.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate and potentially harmful to use the early warning signs as a checklist against which to match individual children. Rather, the warning signs are offered only as an aid in identifying and referring children who may need help. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

The information that follows concerning Early Warning shall be made available to all employees in a form to be determined by the Superintendent. It is the policy of the South Orangetown Central School District for employees and students to use the early warning signs only for identification and referral purposes. Trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are cited by the United States Department of Education in its publication entitled **Early Warning, Timely Response: A Guide to Safe Schools** and is presented with the following qualifications: they are not equally significant, and they are not presented in order of seriousness. They include:

- Social Withdrawal – In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.

- Excessive Feelings of Isolation and Being Alone – Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.

- Excessive Feelings of Rejection – In the process of growing up, and during adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways which includes violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

- Being a Victim of Violence – Children who are victims of violence-including physical or sexual abuse in the community, at school, or at home are sometimes at risk themselves of becoming violent towards themselves or others.

- Feelings of Being Picked On and Persecuted – The youth who feel constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways, including possible aggression or violence.

- Low School Interest and Poor Academic Performance – Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations, such as when the low achiever feels frustrated, unworthy, chastised, and denigrated; acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.

- Expression of Violence in Writings and Drawings – Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce works about violent themes that for the most part are harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional such as a school psychologist, counselor, or other mental health specialist to determine its meaning.

- Uncontrolled Anger – Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior towards oneself or others.

- Patterns of Impulsive and Chronic Hitting, Intimidating and Bullying Behaviors – Children often engage in acts of shoving and mild aggression; however, some mildly aggressive behaviors such as constant hitting and bullying of others which occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

- History of Discipline Problems – Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.

- History of Violent and Aggressive Behavior – Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat these behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals and/or include setting fires. Youths who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later than children who begin such behavior at an older age. In the presence of such signs, it is important to review the child's history with behavioral experts and seek parents' observations and insights.

- Intolerance for Differences and Prejudicial Attitudes – All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance when coupled with other factors may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

- Drug Use and Alcohol Use – Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, victims, or both.

- Affiliation with Gangs – Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students cause fear and stress among other students. Youth who are influenced by these groups, those who emulate and copy their behavior, as well as those who become affiliated with them, may adopt these values and act in violent or aggressive ways in certain situations. Gang related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.

- Inappropriate Access, Possession and Use of Firearms – Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

- Serious Threats of Violence – Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward one's' self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs
Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, employees, or other individuals. Usually, imminent warning signs are evident to more than one employee member--as well as to the child's family.

Imminent warning signs may include:
- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

Threat Assessment
A threat is an expression of intent to do harm or act violently against someone or something. A threat can be written, spoken, or symbolic – as in motioning with one's hands as though shooting or strangling another person. There are principally four types of threats – direct, indirect, veiled, and conditional.

Threats are made for a variety of reasons: as a warning signal, a reaction to fear of punishment, anxiety, demand for attention or as retribution for a perceived or actual slight or affront. Threats may be intended to taunt, intimidate, assert power, punish, manipulate, coerce, frighten, terrorize, compel desired behavior, to strike back for an injury, injustice or slight; to be disruptive, to challenge authority or to protect oneself.

Individuals who make threats normally manifest other behaviors or emotions that are indicative of a problem. These can include signs of depression, prolonged brooding, evidence of frustration or disappointment; fantasies of destruction or revenge in conversations, writings, drawings, or other actions; expressions of intense love, fear, rage, revenge, excitement or pronounced desire for recognition. Use of alcohol or drugs can be an aggravating factor, as can a romantic breakup, failing grades or conflicts with parents or friends.

Personality Traits
Personality traits and behaviors that should be considered in assessing the likelihood of a student carrying out a threat include:

- A student intentionally or unintentionally revealing clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act.
- Low tolerance of frustration, easily hurt, insulted, angered by real or perceived injustices.
- Poor coping skills, demonstrating little ability to deal with frustration, criticism, disappointment, failure, rejection, or humiliation.
- Lack of resiliency is unable to bounce back from frustrating and disappointing experiences; failed love relationships, cannot accept or come to terms with humiliation or rejection.
- Injustice collector, nurses' resentment over real or perceived injustices, will not forgive or forget those who s/he believes are responsible.
- Depression manifested by lethargy, physical fatigue, morose or dark outlook on life, malaise, lack of interest in activities once enjoyed, unpredictable anger, generalized or excessive hatred to others, hopelessness about the future, psychomotor agitation, restlessness, inattention, sleep and eating disorders.
- Narcissism, self-centered, lacking insight to the needs/feelings of others, blames others for failure and disappointment, may embrace the role of victim, displays signs of paranoia, self-importance or grandiosity, masking feelings of unworthiness, notably thick or thin skinned.
- Alienation, feeling different or estranged from others, more than being a loner, involves feelings of isolation, sadness, loneliness, not belonging or fitting in.
- Dehumanizes others, fails to see others as humans, sees them as objects to be thwarted.
- Lacks empathy, demonstrates inability to understand feelings of others, may ridicule displays of emotion as weak or stupid.
- An exaggerated sense of entitlement has a sense of being superior and constantly expects special treatment and consideration.
- Attitude of superiority has a sense of being superior to others, smarter, more creative, talented, experienced, more worldly.
- Exaggerated/pathological need for attention, positive or negative, regardless of the circumstances.
- Externalizes blame, consistently refuses to take responsibility for own actions, blames others,

often seems impervious to rational argument and common sense; Masks low self-esteem, may display arrogance, self-glorifying attitude, avoids high visibility or involvement, may be considered a “non-entity” by peers:

- Anger management problems, manifested by consistent temper tantrums, melodramatic displays, brooding, sulking, seething silence, reacts out of proportion to cause, may direct anger to those who have no connection to triggering incident.
- Intolerance, racial, ethnic, religious, and other, displays symbols and slogans of intolerance on self or possessions.
- Inappropriate humor, macabre, insulting, belittling, or mean.
- Attempts to manipulate others, attempts to con, and manipulate to win trust so others will rationalize aberrant behavior.
- Lack of trust, is untrusting and suspicious of the motives and intentions of others, may approach clinically paranoid state.
- Closed social group, introverted, with acquaintances rather than friends, may associate only with a single small group to the exclusion of others.
- Manifests a dramatic change in behavior, academic performance, disobedience of school rules, schedules, dress codes etc.
- Rigid and opinionated, judgmental, and cynical, strong opinions on topics about which little knowledge is possessed, disregards facts, logic, and reasoning.
- Demonstrates unusual interest in sensational violence.
- Fascination with violence-filled entertainment, movies, TV, computer games, music videos, printed material, inordinate amount of time with violent computer games and websites involving violent weapons and disturbing objects.
- Has negative role models, drawn to negative, inappropriate role models, Hitler, Satan, or others associated with violence and destruction.
- Manifests behavior that is relevant to carrying out a threat, spends an inordinate amount of time practicing with firearms, on violent websites, begins excluding normal pursuits such as homework, classwork, time with friends.

Family Dynamics

Family dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Turbulent parent/child relationship, relationship is particularly difficult, can be uniquely evident following recent or multiple moves, loss of parent, addition of stepparent, dismisses parents’ role in his/her life, evidence of violence in the home.
- Acceptance of pathological behavior, parents do not react to behavior that most would find disturbing, parents appear unable to recognize or acknowledge problems in their children, respond quite defensively to real or perceived criticism of child, parents appear unconcerned about, minimize or reject reports of inappropriate behavior by child.
- Access to weapons; family keeps guns, weapons, explosives material in the home and accessible to the children, weapons treated carelessly, without normal safety precautions, parent or role model may handle weapons irresponsibly or use as device for intimidation.
- Lack of family intimacy or closeness
- Students “rule the roost,” few limits set for children, parents regularly submit to child’s demands, students insist on an inordinate degree of privacy, parents have little information about student activities, school life, friends, or other relationships.
- No limits or monitoring of TV or Internet, parents do not supervise, limit, or monitor TV, Internet, computer use or access.

School Dynamics
School dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Student attachment to school, students appear detached from school, other students, teachers, and school activities.
- Tolerance for disrespectful behavior, school does little to prevent or punish disrespectful behavior between students, bullying is part of the school culture, school authorities are oblivious to bullying, little or no intervention by school authorities, school atmosphere promotes racial or class divisions, allows them to remain unchallenged.
- Inequitable discipline, discipline is inequitably applied or is perceived as such by students or employees.
- Inflexible culture, official and unofficial patterns of behavior, values and relationships among students, teachers and administrators are static, unyielding, and insensitive to changes in society and the changing needs of newer students.
- As a pecking order among students, certain groups have more prestige and respect – both officially and unofficially by students and school officials.
- A code of silence prevails among students, little trust between students and employees.
- Unsupervised computer access, access is unsupervised and unmonitored, students can play violent games, explore inappropriate websites, promote violent hate groups, give instruction in bomb making, etc.

Social Dynamics
Social dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Media, entertainment and technology, easy, unmonitored access to media, entertainment and Internet sites with violent themes and images.
- Peer groups, intense and extensive involvement with a group that shares fascination with violence or extremist beliefs.
- Drugs and alcohol, knowledge of students' use of drugs or alcohol or changes in such use is important.
- Outside interests of students are important to note as they can mitigate or increase the school's level of concern in assessing a threat.
- Copycat effect, school shooting and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere, school employees should be highly vigilant in their aftermath of such incidents.

Appendix 4 – Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry

DOE and United States Secret Service Threat Assessment Guide

Eleven Key Areas

1) What are the student's motives and goals?	
	● What motivated the student to make the statement or take action that caused him/her to come to attention?
	● Does the situation or circumstance that led to these statements or actions still exist?
	● Does the student have a major grievance or grudge? Against whom?
	● What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2) Has the student shown inappropriate interest in any of the following?	
	● School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders). Do they ask about Columbine, Santana, etc.?
3) Have there been any communications suggesting ideas or intent to attack?	
	● What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or website concerning his/her ideas and/or intentions?
	● Have friends been alerted or "warned away"?
4) Has the student engaged in attack-related behaviors? These behaviors might include:	
	● Developing an attack or plan

	● Making efforts to acquire or practice with weapons
	● Casing or checking out, possible sites and areas for an attack
	● Rehearsing attacks or ambushes

5) Is the student's conversation and "story" consistent with his or her actions?

	● Does information from collateral interviews shape the student's own behavior confirm or dispute what the student says is going on?

6) Does the student have the capacity to carry out an act of targeted violence?

	● How organized is the student's thinking and behavior?
	● Does the student have the means, e.g., access to a weapon, to carry out an attack?

7) Is the student experiencing hopelessness, desperation and/or despair?

	● Is there information to suggest that the student is experiencing desperation and/or despair?
	● Has the student experienced a recent failure, loss and/or loss of status?

	● Is the student known to be having difficulty coping with a stressful event?
	● Is the student now, or has the student ever been, suicidal or “accident-prone”?
	● Has the student engaged in behavior that suggests that he or she has considered ending their life?

8) Does the student have a trusting relationship with at least one responsible adult?

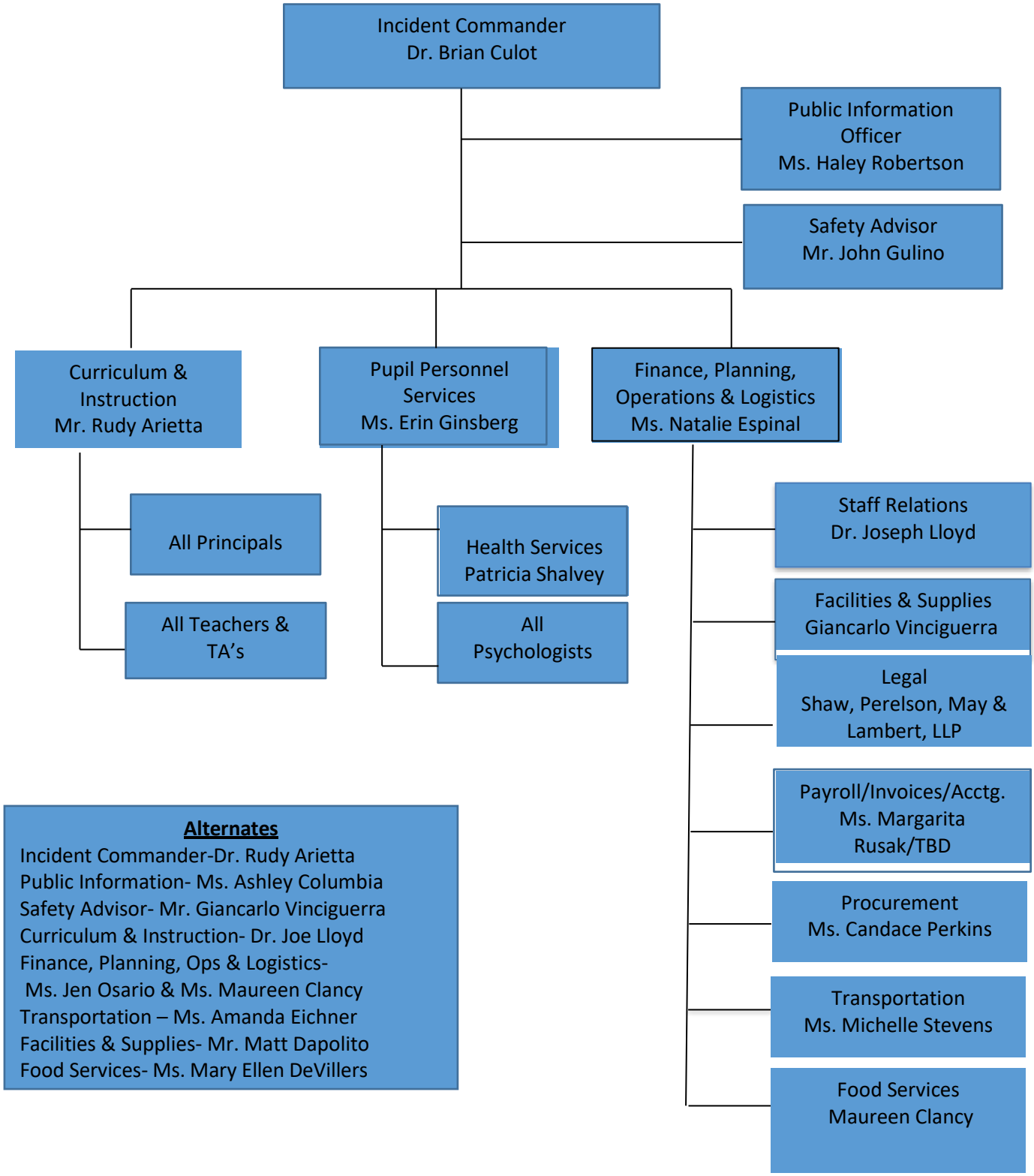
	● Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and redirected towards hope.)
	● Is the student emotionally connected to – or disconnected from –other students?
	● Has the student previously come to someone’s attention or raised concern in a way that suggested he or she needs intervention or supportive services?

9) Are other people concerned about the student’s potential for violence?

	● Are those who know the student concerned that he or she might take action based on violent ideas or plans?
	● Are those who know the student concerned about a specific target?

	● Have those who know the student witnessed recent changes or escalations in mood or behavior?
10) What circumstances might affect the students' likelihood of an attack?	
	● What factors in the life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
	● What is the response of other people who know about the student's ideas or plan to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?
11) Does the student see violence as acceptable or desirable – or the only way to solve problems?	
	● Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
	● Has the student been "dared" by others to engage in an act of violence?

Appendix 5 – District-Wide Incident Command System Organizational Chart

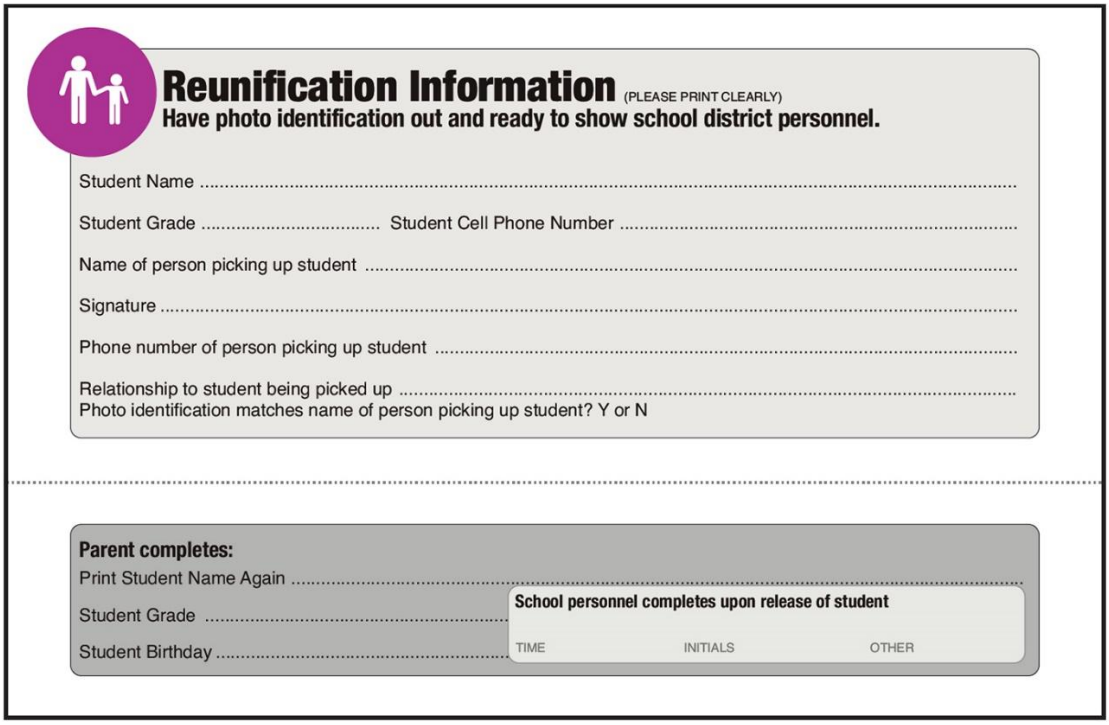


Appendix 6 – Local Resources And Telephone Numbers

Agency	Telephone Number (Dial 911 for an Emergency)	Contact Name (if applicable) and Address
Montefiore Nyack Hospital (Emergency Room)	845-348-2345	160 N Midland Ave, Nyack, NY 10960
Good Samaritan Hospital of Suffern (Emergency Room)	845-368-5029	255 Lafayette Ave, Suffern, NY 10901
Westchester Medical Center (Emergency Room)	914-493-6001	100 Woods Road, Valhalla, NY 10965
Orangetown Police Department	845-359-3700	26 W. Orangeburg Rd. Orangeburg, NY 10962
Piermont Police Department	845-359-0240	478 Piermont Ave, Piermont, NY 10968
Rockland County Sheriff's Department	845-638-5400	53 New Hempstead Road, New City, NY 10956
New York State Police	845-364-0200	8 Thieles Mount Ivy Road, Pomona, NY 10970
Blauvelt Fire Department	845-359-8401	548 Western Highway N. Blauvelt, NY 10913
Orangeburg Fire Department	845-359-5587	61 Dutch Hill Road Orangeburg, NY 10962
Piermont Fire Department	845-359-1208	554 Piermont Avenue Piermont, NY 10968
Sparkill/Palisades Fire Department	845-359-1324	520 NY-340 Sparkill, NY 10976
Tappan Fire Department	845-359-1897	123 Washington Street Tappan, NY 10983
Rockland County Department of Mental Health	845-364-2378	Sanatorium Road, Pomona, NY 10970
Rockland County Emergency Medical Services	845-364-8922	35 Firemen's Memorial Drive, Pomona, NY 10970
Rockland County Environmental Health	845-364-2608	
Rockland County Public Health Social Work	845-364-2620	

Behavioral Response Team (BHRT)	845-517-0400	24 hours/7 days a week
Poison Control	1-800-222-1222	24 hours/7 days a week
Rockland County Office of Fire and Emergency Services	845-364-8800	
American Red Cross - National	1-800-733-2767	
American Red Cross – New York	1-877-733-2767	
Communicable Disease Reporting in Rockland County	1-845-364-2997 1-845-364-8600	from 9am-4pm after 5pm, nights & weekends
Center for Disease Control	1-800-232-4636	
NYS DEC Spill Hotline	1-800-457-7362	24 hours/7days a week
Verizon	1-800-922-0204	
Orange and Rockland Utilities	1-877-434-4100 1-800-533-5325 1-877-434-4100	Customer Service Gas Emergency Power Outage
Veolia Water	845-623-1500 x 2225	
NYS Office of Victim Services	1-800-247-8035	
Town of Orangetown	845-359-5100	

Appendix 7 – Authorization for Student Pick-Up Form



Reunification Information (PLEASE PRINT CLEARLY)
Have photo identification out and ready to show school district personnel.

Student Name .....

Student Grade ..... Student Cell Phone Number .....

Name of person picking up student .....

Signature .....

Phone number of person picking up student .....

Relationship to student being picked up .....
Photo identification matches name of person picking up student? Y or N

Parent completes:

Print Student Name Again .....

Student Grade .....

Student Birthday .....

School personnel completes upon release of student

TIME INITIALS OTHER

Appendix 8 – Alternative Pickup Locations For District Buses

South Orangetown Central School District has established off-campus locations for students and staff assembly if an emergency requires an off-site evacuation.

The South Orangetown Central School District has planned for each of these locations to accommodate both students and staff; transportation will be provided accordingly.

Safety and security requirements mandate that these locations are kept confidential. If students are relocated, parents will be notified electronically and via phone (e.g., via Robocalls). Additionally, information may be released to the following media sites:

Radio Stations

WHUD 100.7 FM

Television Stations

News 12 Hudson Valley

Appendix 9- Current Safety Plans in Place

1. District-Wide School Safety Plan
2. Building-Level Emergency Response Plans
3. Asbestos Hazard Emergency Response Plan (AHERA)
4. Hazard Communication Plan
5. Exposure Control Plan
6. Secure lockout Tagout Plan
7. Confined Space Entry Plan
8. Hazard Assessment Plan
9. Chemical Hygiene Plan
10. Swimming Pool Safety Plan
11. Public Health Emergency Continuation of Operations Plan
12. Sudden Cardiac Emergency Response Plan (CERP)

Appendix 10 – Memoranda of Understanding

MEMORANDUM OF UNDERSTANDING

BETWEEN THE SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT AND ALLIED UNIVERSAL SECURITY SERVICES

AGREEMENT BETWEEN THE SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT (Hereinafter referred to as "District"), and ALLIED UNIVERSAL SECURITY SERVICES (hereinafter referred to as "Security Vendor") (together referred to as the "Parties");

WHEREAS, the District and Security Vendor have an Agreement pursuant to NYS Contract No. PS68269 dated January 23, 2019; and

WHEREAS New York State Education Law § 2801-a (10) as amended effective July 1, 2019, requires that the roles and areas of responsibility of school personnel, security personnel and law enforcement be defined and requires that the role of school discipline be clearly delegated to the school administration;

NOW, THEREFORE, it is mutually agreed by and between the Parties that:

1. This Memorandum of Understanding shall be an Addendum to the terms of the Agreement by and between the Parties and this Memorandum of Understanding shall modify and supersede any provision of the Parties' Agreement dated January 23, 2019 which is inconsistent herewith.
2. The roles and areas of responsibility of the Security Officer(s) shall be as defined by State Contract No. P68269 and the Parties' Agreement dated January 23, 2019.
3. The role of school discipline is expressly delegated and reserved to the District administration who shall administer school discipline in accordance with the Districtwide Safety Plan and the District's Code of Conduct.
4. The Parties' Agreement and State Contract No. PS68268 together with this Memorandum of Understanding shall be incorporated into and published as part of the District's Districtwide Safety Plan for the 2024-2025 school year.
5. Security Vendor is responsible for adherence to the requirements of New York State General Business Law Article 7-A, the New York State Licensing and Qualifications Law Requirements to carry a concealed weapon for all armed guards including agreed upon attire. Security Vendor is responsible for extensive background checks on the armed guards on an annual basis including, but not limited to, Criminal History, DOJ Sexual Offender, Terrorist Check, and Drug Testing. In addition, the Security Vendor will provide consent to the District to run background checks for social media footprints for all armed guards at the district's expense.
6. Security Vendor agrees that all armed guards will attend additional training in district on Active Shooter Response, South Orangetown Central School District Emergency Plans, Students with Autism and other Disabilities, and Student Mental Health. Security Vendor will provide explicit instruction to all armed guards on the use of deadly force, pursuit, detention, and de-escalation.
7. All armed guards who serve in the District must have a prior law enforcement background and their selection must be mutually approved by the District and Security Vendor.
8. Security Vendor, with the South Orangetown Central School District, will have an annual operations meeting with the Orangetown Police Department and School Resource Officers

assigned to the District during the summer. Throughout the school year, time will be allocated to periodically review, assess, and provide additional training as deemed necessary.

9. It is expressly understood that this Agreement shall not be assigned or transferred without the prior written consent of the other Party.
10. Should any provision of this Agreement, for any reason, be declared invalid and/or unenforceable, such decision shall not affect the validity of the remaining provisions of this Agreement. Such remaining provisions shall remain in full force and effect as if this Agreement had been executed with the invalid provision(s) eliminated.
11. The Agreement constitutes the complete and exclusive Statement of Understanding between the Parties, and supersedes all prior or contemporaneous, oral, or written: proposals, understandings, representations, conditions, or covenants between the Parties relating to the subject matter of this Agreement.
12. This Agreement may not be changed orally, but only by an Amendment, in writing, signed by an authorized representative of both Parties.
13. This Agreement, and any amendments to the Agreement, will not be in effect until agreed to in writing and signed by authorized representatives of both Parties.
14. All Parties agree to abide by all applicable Federal, State, and/or local laws in connection with the performance of its obligations pursuant to the Agreement.

Name: Stephen Sacchetti, Regional Vice President of Operations **Date** 6/9/2024

Principal of Allied Universal Security Services

Brian Culot 6-11-24

Brian Culot, Ed.D., Superintendent of Schools **Date**

South Orangetown Central School District

APPENDIX 11

SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT PUBLIC HEALTH EMERGENCY CONTINUATION OF OPERATIONS PLAN

Responding to a Pandemic or Emergency Situation involving a Communicable Disease

Revised: January 13, 2021

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Definitions:

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

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

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

"District" shall mean the South Orangetown Central School District (SOCSD).

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

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

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

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

Background

The State of New York State, via Governor Directive, has required schools to develop a plan for dealing with the challenges that would arise in the event of a communicable disease (i.e., a global pandemic). To satisfy this mandate, the South Orangetown Central School District has developed a Public Health Emergency Continuation of Operations Plan, which outlines steps that may be taken to mitigate and/or remain open during such an occurrence. The District will also adhere to the New State Department of Health (NYSDOH) Communicable Disease Reporting Requirements: NYSDOH Communicable Disease Reporting.pdf.

Throughout this document several assumptions have been made. These assumptions are based upon documentation from various Federal and State health authorities. These assumptions are as follows:

1. There will be little or no warning that an outbreak of a highly contagious illness is about to occur.

2. Vaccination production and dissemination will not occur in time to immunize significant numbers of the population. Vaccine production for a new virus is likely to take six to eight months. Antiviral medication may be in short supply.

3. Human-to-human contact transmits the illness.

4. Natural immunity to the pathogen is limited or non-existent.

5. If a pandemic occurs, it would cause at least 25 percent morbidity in the general population. Morbidity in school-aged children is expected to be at least 40 percent.

6. The pandemic outbreak would occur in waves. The first wave is expected to last for six to eight weeks. Subsequent waves will follow with as little as thirty days between events. The impact on the school may last as long as two years.

7. The disease will impact all segments of the school community including students, staff, parents and suppliers of essential services and supplies.

Authority

Authority to develop this Appendix and implement specific response action is contained in New York State Laws and regulations, including:

- NYS Executive Law, Article 2-B
- NYS Public Health Law: 1303, 2100 (1), 2100 (2) (b), 370 (1)
- NYS Codes Rules and Regulations, Title 10: 2.25 (d), 2.29. 2.33

Several State Laws and Regulations empower the State Health Commissioner or the Rockland County Department of Health (RCDOH) to implement special powers necessary to protect public health.

This Appendix will be revised to incorporate changes in laws, regulations, and policies, and to reflect experience gained from its use. *The South Orangetown CSD may activate some or all components of this plan as it deems necessary, based on the latest information it receives on the crisis.*

The NYS Governor's Office, the NYSDOH, or the RCDOH will make a declaration of a public health emergency. Once this declaration is made, the District Superintendent shall implement all or any portion of this plan in coordination with Federal, State, and local authorities. In the event of any emergency, South Orangetown CSD, via the District Emergency Plan, has established various methods for communication with the local authorities and has created liaisons that will interact with these governmental agencies. In the event of a public health crisis those interagency procedures outlined in the District Emergency Plan shall be implemented.

Mission

To establish effective methods and procedures to protect the health, safety, and welfare of all individuals in the South Orangetown CSD during a public health emergency involving a communicable disease.

Situation

Communicable diseases, also known as infectious **diseases** or transmissible **diseases**, are illnesses that result from the infection, presence, and growth of pathogenic (capable of causing **disease**) biologic agents in an individual human or other animal host. They can either be contained to one individual, or morph into something much larger (i.e., a pandemic).

Pandemics happen when a virus emerges, infects, and can be efficiently transmitted between humans. A feature of a pandemic is its ability to infect a wide range of hosts (i.e., worldwide), including animals and humans; an example is SARS-CoV-2, the virus that causes COVID-19. A pandemic outbreak is likely to come in waves or phases, each lasting weeks or months. Further, such an outbreak may strain local, state, and federal resources and may threaten all district operations due to illness and absences for a period of time.

The Public Health Emergency Response Team

In the event of a communicable disease or pandemic declaration, the District shall activate some or all its Public Health Emergency Response Team. This team shall be under the authority of the District Superintendent. The team's responsibilities shall include implementation of this plan to ensure that vital operations continue. The District will contact the New York State Education Department (NYSED), the NYSDOH or RCDOH for their assistance and guidance.

Alternates

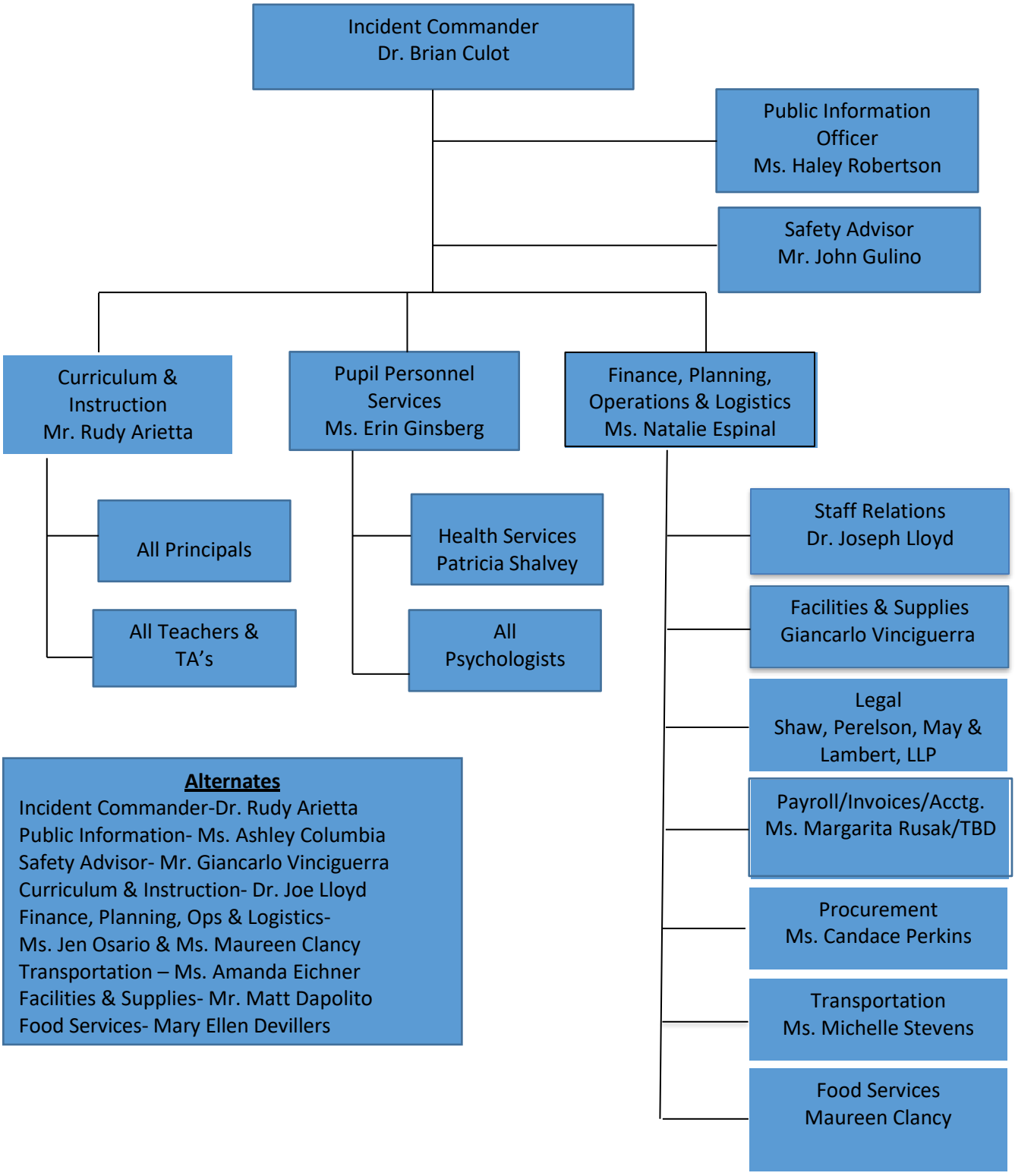
In the event the Superintendent is not available, the School Business Administrator shall serve as Incident Commander. All chiefs of critical operation sectors shall designate at least one alternate Sector Chief that shall serve in the event of their absence. It is further recommended that those Sector Chiefs responsible for large departments create their own departmental Incident Command Structure (ICS) to ensure adequate accountability considering the anticipated morbidity rate.

Chain of Command for the Public Health Emergency Response Team

In an effort to provide a coordinated response to any school emergency it is important that all response agencies operate using a common emergency management method. The National Incident Command System (NIMS) will be used when responding to an emergency at the South Orangetown CSD. All administrative staff shall be trained in ICS on an annual basis as outlined in our District's Emergency Response Plans.

In compliance with the NIMS, the South Orangetown CSD has identified the following critical operations and instituted the following ICS for those operations:

Public Health Emergency Response Team



Continuity of Operations during a Public Health Emergency involving a Communicable Disease

1-*Activate Specific Emergency Response procedures.*

In accordance with our Emergency Response Plans, the team may activate the following Functional Annexes (specific emergency response procedures) District-Wide to include:

- Hold In Place
- Continuity of District Operations
- Early Go Home/Evacuation
- School Closure

2-*Communication*

- The Superintendent and/or Public Information Officer (PIO) will be available to deal with Media inquiries.

- Provide notifications, educational materials, and any special instructions to parents, guardians, students, and staff via written, audio, or other electronic methods.

- Post updated information to the District's website as required (i.e., revised protocol from the Department of Health updates).

3-*Coordinate Infection Control & Increased Cleaning Measures*

- Restrict or limit visitors to reduce facility-based transmission.

- Monitor/evaluate illness and absences based on school physician's recommendations.

- Determine the roles and responsibilities of faculty and staff to prevent the spread of communicable diseases.

- Display notices at entry points to the buildings, advising staff, students, and visitors not to enter if they have symptoms of a communicable disease.

- Ensure ample supply of tissues, waste receptacles, soap, or hand-sanitizing products.

- Actively monitor PPE for cleaning crews such as non-latex gloves.

- Ensure that surfaces and "high risk" areas as defined by the NYSDOH are disinfected at least daily (e.g., tables, doorknobs, desks, and computer keyboards).

- All cleaning must be done with detergent-based cleaners or EPA-registered disinfectants.

- Sanitizing may include mechanical misting of appropriate school surfaces with a disinfectant.

- Disinfecting wipes will be supplied to all classrooms for staff and students so they can clean their laptops and desks.

- Ensure all buses that transport students are disinfected daily.

- Where possible, increase building ventilation and replace filters frequently.

- Cancel group activities that encourage close personal contact, including class trips.

- Encourage staff and students to seek medical assistance as soon as symptoms develop.

- Passive and active screening protocols will be implemented to identify any symptoms associated with communicable diseases (i.e., symptoms screeners and thermometer stations).

- Discourage the use of shared workspaces such as desks.

- In addition to Standard Precautions, school nurses shall implement Droplet Precautions in accordance with World Health Organization (WHO) and Centers for Disease (CDC) guidelines. Appropriate PPE will be supplied to staff by the district.

- Nurses may be used in each building to assist with the instruction about viruses and how they spread and how they are not spread. They may come into classrooms to host lessons or even be used during faculty meetings to provide teachers with important information. Any Teacher who feels this is necessary should bring this to the Principal's attention.

- Students and Staff shall be encouraged to adopt CDC procedures as outlined for the flu (see next section). However, protective measures may vary depending on the type of communicable disease the District is dealing with.

CENTERS FOR DISEASE CONTROL PROCEDURES

How Germs Spread

Illnesses like the flu and colds are caused by viruses that infect the nose, throat, and lungs. The flu and colds usually spread from person to person when an infected person coughs or sneezes. Seasonal flu symptoms may include a cough, sore throat, fever, runny or stuffy nose body aches, headaches, chills, feeling tired and may include vomiting and diarrhea. Some people with the flu may not experience all these symptoms.

How to Help Stop the Spread of Germs

Take care to:

- Cover your mouth and nose when you sneeze or cough.
- Clean your hands often.
- Avoid touching your eyes, nose, or mouth.
- Stay home when you are sick and check with a health care provider when needed.
- Practice other good health habits

Cover your mouth and nose when you sneeze or cough.

Cough or sneeze into a tissue and then throw it away. Cover your cough or sneeze if you do not have a tissue. Then, clean your hands, and do so every time you cough or sneeze.

Clean your hands often.

When available, wash your hands -- with soap and warm water -- then rub your hands vigorously together and scrub all surfaces. Wash for 20 seconds. It is the soap combined with the scrubbing action that helps dislodge and remove germs. When soap and water are not available, alcohol-based disposable hand wipes or gel sanitizers may be used. You can find them in most supermarkets and drugstores. If using gel, rub the gel in your hands until they are dry. The gel does not need water to work; the alcohol in the gel kills germs that cause colds and the flu.

Avoid touching your eyes, nose, or mouth.

Germs are often spread when a person touches something that is contaminated with germs and then touches their eyes, nose, or mouth. Germs can live for a long time (some can live for two hours or more) on surfaces like doorknobs, desks, and tables.

Stay home when you are sick and check with a health care provider when needed.

When you are sick or have flu symptoms, stay home, get plenty of rest, and check with a health care provider as needed. Your employer may need a doctor's note for an excused absence. Remember to keep your distance from others. This may protect them from getting sick. The child cannot return to school until they are fever free for **24 hours** without using fever-reducing medication.

Common symptoms of the flu include:

- fever (usually high)
- headache
- extreme tiredness
- cough
- sore throat
- runny or stuffy nose
- muscle aches, and
- nausea, vomiting, and diarrhea, (much more common among children than adults).

4 – Coordinate Instructional Continuity of Operations if Schools are Closed

- Regardless of how instruction is provided to students (i.e., either at school or through home learning), it is vitally important that there be accountability both from teachers and students. Therefore, the Assistant Superintendent of Curriculum must establish expectations.

- Teachers will be advised to utilize the **G Suite** to house all their curriculum materials. They will also be offered Remote Access if they wish to access the network from home.

- All school closure days are considered WORKING days. Therefore, teachers will be expected to log into Google Classroom or whatever digital resource they are using to instruct (a suggested minimum is 5 times/day) to check in with students.

- It is the District's expectation that students are not "left hanging" for prolonged periods if they have questions with assignments. We will not expect teachers to log in at specific times as we understand there are many issues with this requirement (i.e., teachers may have their own kids at home due to closures, our students may have siblings attempting to access computers simultaneously, parents may need computers to do their own work from home, etc.).

- The District does not feel devices at home should be an issue for any students as students have been working all year in this fashion by using the G Suite. However, teachers should report any students to their Principals immediately who they believe requires a device at home to access learning materials.

- We understand the challenges that exist in K-4 about “distance” learning. Therefore, it is suggested that the District gathers an elementary group of instructional facilitators, principals, classroom teachers and team leaders to meet in the upcoming days to review online resources, etc. that our youngest students can access from home if necessary. A few teachers on each grade level should begin this work, including what curriculum will be provided. Logistics must be considered, such as how our youngest students will have access to their usernames and passwords at home, etc.

- Teaching Assistants (TAs) work under the direct supervision of teachers, therefore making it difficult for them to work from home. However, TAs should use the time during the closure to catch up on CTLR credits using online courses, when possible.

- With regard to materials for students at home, each school instructional leader must identify any novels, workbooks, or other resources that may be needed.

5-*Coordinate Academic Technology for Distance Learning*

- The district has available “Remote Access” that allows one to access their school network files from home. These files should have been saved in each staff’s building share drive or home folder.

- Remote access is a secure way of accessing content on our internal servers.

- Currently, a District Chromebook is the best device to use at home for this Remote Access. If you want to borrow one for this purpose, please use a machine from your classroom.

- Links to teacher resources can be found on the District website under the “For Staff” resource page - http://www.socsd.org/for-staff/.

6-*Ensure District Business Operations & Key Essential Functions Continue*

Finance and Business Operations

- The continuity of business operations will be implemented to ensure that critical functions are maintained (i.e., payroll, accounts payable, necessary purchasing, health, and safety). There are multiple redundancy plans in place with staff that have been cross trained in these key functions, prepared to work on-site or off-site as required.

Human Resources

- Under the Assistant Superintendent for Human Resources, the necessary processes are in place to support and communicate with staff as required.
- The District will stagger work shifts of essential employees to reduce overcrowding on public transportation and worksites. This will be accomplished by examining tasks that must be performed onsite, and determining reduced schedules spread over a 12-hour period (i.e., day and evening shifts) across four school buildings to complete such tasks. Essential employees required to utilize District vehicles during their scheduled work hours will be limited to one individual per vehicle. Essential employees will maintain appropriate social distancing and follow all NYSDOH and District procedures to minimize the spread of a communicable disease.

Facilities and Safety, Security & Compliance Staff

- Staff may report to District buildings as required to coordinate cleaning and sanitizing operations, repairs, protection of property, and other logistics.

- The District will stagger work shifts of all contractors to reduce overcrowding on public transportation and worksites. This will be accomplished by utilizing a 12-hour period for contractors to be scheduled for necessary and required work onsite (i.e., day and evening shifts). Contractors will be required to submit their NYS Safety Plan that adheres to all NYSDOH and State protocols in response to a pandemic and/or spread of communicable disease. Essential contractors will maintain appropriate social distancing and follow all NYSDOH and District procedures to minimize the spread of a communicable disease while working on school district properties.

Food Services

- The District's food service may operate at staging areas (to be determined on a case-by-case basis) to supply certain meals to students as reasonably required following NYS Child Nutrition guidance. The purpose of this is to lessen the burden on potentially stressed households.

- Food delivery may occur at the South Orangetown Middle School and/or home delivery to eligible families.

Emergency Housing for Essential Workers

The District has identified potential sites for emergency housing for essential workers if a person cannot safely return home at the end of their shift.

The District will make every effort to provide lodging accommodation in the event they are needed. Some of the hotels that may be utilized:

• The Pearl River Hilton, Pearl River, NY
• The Residence Inn by Marriott, Orangeburg, NY
• The Armori Inn and Suites, NY

7-Other considerations

Psychological

- It is perfectly understandable that children or adults may become frightened due to a pandemic. School Counselors, Social Workers and School Psychologists are available for those that wish to speak to someone in a confidential manner. If school is not in session, parents should refer to the "Help Card" for resources available 24/7.

Athletics, Group Meetings, Class Trips and Facilities Use

The District reserves the rights to indefinitely modify, postpone, or cancel any events including, but not limited to, athletic contests, group meetings, school related travel, and overall use of its facilities based on the latest information regarding the pandemic.

Absences: Staff & Students

Staff and students with a known or suspected communicable disease will not be allowed to remain in the District and may not return until their symptoms resolve, and medical clearance is issued.

The Public Health Emergency Response Team shall ensure that all staff members are aware of the signs and symptoms of the disease that prompted the public health emergency. This awareness training shall take the form of departmental meetings, posters, email, or district-wide awareness training (either live or online). The Director of Staff Relations shall encourage all ill staff members to stay home and seek medical attention. Infected staff shall not return to work until such time that they are symptom free or past the contagious period. Staff members who become ill and stay home shall not be penalized.

Students that display the signs and symptoms of the illness will be sent home after being evaluated by the school nurse. If the student's illness appears to require immediate medical care, the nurse shall call 911. Where possible, all students displaying signs and symptoms of a communicable illness will be cohosted and separated from the general population until they leave the school. Students shall not return until such a time that they are symptom free or past the contagious period. Upon return to school and prior to entering the general population, the student shall report to the school nurse for evaluation.

If a child is still exhibiting signs and symptoms, i.e., fever, the student shall be sent home. Student absenteeism policies shall follow New York State Education Department guidelines.

Student absences that appear to be part of contagious illness clusters shall be reported to the Pandemic Response Team via the nurse leader.

Regarding a return to school/work medical clearance, the District will follow all local, state and federal guidance specific to a given outbreak.

Transportation

Student transportation will be conducted in one of three methods:

- Having the ill student transported by their parents is the ideal scenario.
- If the parent or guardian cannot pick up an ill student, ambulance transportation should be obtained.
- If a shortage of ambulances arises, the school nurse will isolate the student and make every attempt within her/his scope of practice to make the patient as comfortable as possible. All well students shall be transported in their usual fashion. Should the need arise, the District may have to limit student transportation due to lack of staff

Protocol for Communicable Disease Reporting/Exposure

Responsible Party		Action
Student's Parents and/or Guardian		If a student has contracted a communicable disease (i.e., COVID- 19), this must be reported immediately to the school's nurse.
		The parent and/or guardian must follow up directly with the student's primary healthcare provider
		The parent and/or guardian will be directed to follow a separate District procedure before the student can return to school
Employee or Contractor is suspected or confirmed to have contracted a Communicable Disease		If a District employee is suspected or is confirmed to have contracted a communicable disease, they are to contact the SOCSD Director of Staff Relations **(845-680-1030)** to report. Any contractor reports suspected or confirmed cases to their District contact/supervisor, who will then notify the Director of Safety, Security and Compliance **(845-680-1800).**
Employee suspects or learns that a student has contracted a Communicable Disease		If an employee suspects or learns that a student in the District has contracted a communicable disease, they are to report it to the school nurse *immediately*.
Staff Relations is notified that a District employee or Contractor is suspected or confirmed to have a Communicable Disease		Once the District Office or Staff Relations is notified that an employee has contracted a communicable disease, they will contact the *Rockland County Department of Health (RCDOH)* for guidance: 9:00 AM-4PM- (Monday -Friday) - **845-364-2663** Nights and Weekends- **845-364-8600**
		They will then notify the following individuals as appropriate to assist: • **Members of the Public Health Emergency Response Team**
		They will then Communicate to District staff as required and provide updates.

Responsible Party		Action
School Nurse		Once the school's Nurse confirms a student has contracted a communicable disease they will notify, as appropriate: ● The Building principal and Key members of the District's Public Health Emergency Response Team. They will then assist the RCDOH with any contact tracing.
Assistant Superintendent of Pupil Personnel Service		Assist as necessary (i.e., with any contact tracing).
School Principal		Assist as necessary
Director of Facilities		Coordinate appropriate disinfecting and assist as necessary.
Director of Safety, Security & Compliance		1. Coordinate appropriate disinfecting and assist as necessary. 2. They will then assist the RCDOH/Staff Relations with any contact tracing.
District Office & Communications Department		Send out District Communications to the staff and student families as required and provide updates.

Protocol for Personal Protective Equipment (PPE) Procurement and Storage

Responsible Party		*Action*
Director of Safety, Security & Compliance		1. Conducts ongoing District-Wide Hazard Assessments based on the Communicable Disease list generated by the NYSDOH. 2. Conduct research to ensure appropriate PPE is ordered to properly protect staff, students, and contractors (i.e., masks, face shields, gloves, etc.). 3. Adheres to current governmental guidelines and best practices related to PPE (i.e., NYSDOH and CDC). 4. Collaborates with the District's Purchasing Agent and other District Administrators to procure PPE. 5. Ensures an approximately 6-month supply of PPE; oversees storage of this supply at an undisclosed District location. 6. Maintains inventory of all PPE related to communicable disease prevention and accounts for all distribution to personnel. 7. Coordinates training as appropriate for staff (this may include live or online classes).
District's Purchasing Agent		1. Conducts research on appropriate PPE and approves all orders based on District procurement policy. 2. Collaborates with other District Administrators to assess PPE needs and assists with securing additional supplies from various vendors.
District's Security Supervisor		1. Assists with the distribution of all PPE as required. 2. Delivers PPE to supervisors and other point people for efficient distribution (i.e., Security Guards at each school building).
School Security Guards		1. Assists with distributing PPE to essential workers including contractors.

Policy for Employee Available Leave

In the event of a communicable disease, the District will comply with the following policy for employee leave. *In such circumstances, the District will also comply with those provisions allotted through federal and state regulations.*

Employee Benefits

Family and Medical Leave Act (FMLA)

Basic Leave Entitlement

FMLA is a Federal Law which requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

• For incapacity due to pregnancy, prenatal medical care or childbirth.
• To care for the employee's child after birth, or placement for adoption or foster care.
• To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
• For a serious health condition that makes the employee unable to perform the employee's job.

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any group health plan on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

The twelve-week leave period shall include the employee's accrued sick leave and earned vacation. If the employee's accrued sick leave and vacation leave total is less than twelve weeks, the time remaining can be taken as unpaid family and medical leave.

To apply for FMLA leave, an employee must complete an FMLA certification form, available in the Human Resources Office.

Military Leave

The District may grant an employee detached service leave, without pay, for a period up to two years to cover service in the Peace Corps, VISTA, or a similar government agency. Military leave shall be governed by military law. This term of leave will be considered a period of employment for purposes of seniority and in determining salary steps.

Bereavement Leave

In most employment contracts, days shall be available for each death in an employee's immediate family, extended family, domestic partner, or other persons permanently residing in an employee's household. Refer to bargaining unit or independent contract for applicable familial relationships and number of bereavement days.

Jury Duty

The district encourages participation as a juror when requested. Employees will be given time off to serve as jurors and at your regular rate of pay. Any checks received from the court must be signed over to the district, except for expenses. Employees must submit a certificate of attendance from the Clerk of the Court to the Human Resources office. If you are contacted for jury duty, inform your supervisor immediately of the specific dates and provide a copy of the notice.

Vacations

Refer to each individual contract regarding vacation.

Holidays

Refer to each individual contract regarding holidays.

Personal Days

The employer recognizes that employees occasionally may have important and pressing obligations of a personal nature that cannot be scheduled for times other than regular workdays. Personal days must be requested in advance on the appropriate form/card as referred to each individual contract regarding personal days.

Sick Days

Sick days may only be used for health-related issues for an employee or an immediate family member. The specific annual sick day accruals vary, depending on the bargaining affiliation. Please refer to bargaining units or independent contracts.

If you are unable to report to work for a health-related concern, you must report your absence as follows:

Administrators Superintendent's Office and AESOP
Teachers Principal and AESOP
Nurses Supervisor and AESOP
Teaching Assistants Principal and AESOP
Aides/LFTs Principal and AESOP
Clerical Supervisor and AESOP
Custodial/Maintenance Director of Facilities/Maintenance Supervisor and AESOP

Employee Benefits Program

When you are hired you will meet with the employee benefits representative from the Staff Relations Office who will outline the specific benefits for your position and contract. If you have questions about specific benefits, please call the Human Resources Office (845- 680-1033).

Workers' Compensation

All accidents and injuries to an employee must be reported on the day of the occurrence, on the appropriate forms located in the main office of your building. Completed forms, including the C2 Worker's Compensation form completed by the school nurse, should be forwarded to the Staff Relations office by the principal within 24 hours. Accidents involving damage to personal property must be reported on the same day the accident occurs.

Employee Assistance Program

The Employee Assistance Program (EAP) is a valuable resource that is available to all staff members. Employees in need of counseling services dealing with family, financial, legal, and other issues may contact EAP for free confidential services. This service is provided by Educators EAP, twenty-four hours a day. All calls are strictly confidential between the employee and Educators EAP.

Educators EAP
(800) 666-5327 or
(800) 252-4555
www.EducatorsEAP.com

Protocol for Disinfecting a Communicable Disease

Responsible Party		*Action*
Building Custodians and Contracted Cleaning Company Staff	1.	Read all product labels and follow all training protocols for cleaning and disinfecting surfaces and other areas.
	2.	All proper PPE will be required when cleaning and disinfecting, including disposable gloves, face coverings, etc.
	3.	Use *only* EPA-Approved disinfectants indicated for killing the *Communicable Disease* currently affecting the school district. (*Note: Staff may have to wait a minimum of 24 hours to clean/disinfect if feasible to do so).*
	4.	***During School hours*:** Clean and Disinfect high touch surfaces*:* ***Important: All surfaces and other frequently touched surfaces must be cleaned prior to disinfection with H2 Orange, or another approved product.*** *When Disinfecting:* ● Use only district-approved chemicals to disinfect during school hours for all high touch surfaces (i.e., cafeteria tables or food surfaces).
		After School hours: *Clean and disinfect all high touch and other surfaces:* ***Important: All desks and other frequently touched surfaces must be cleaned prior to electrostatic spraying with H2 Orange, or another approved product.*** *When Disinfecting:* ● Use the District's electrostatic sprayers to disinfect all high touch surfaces with approved chemicals.

Responsible Party		*Action*
Director of Safety, Security & Compliance		1. Oversees cleaning and disinfection program for communicable diseases. 2. Provides training for appropriate staff (i.e., Facilities) and approves all disinfectant products that are used in the District. 3. Develops and adjusts cleaning/disinfecting protocol as required.
Director of Facilities		1. Orders all chemicals and equipment to perform cleaning/disinfection activities. 2. Collaborates with the Director of Safety, Security & Compliance on appropriate disinfection products and assists with staff training. 3. Coordinates cleaning and disinfection activities with Facilities Staff as required.
Head Custodian		1. A cleaning log may be required to be completed daily and posted visibly outside certain rooms in the school. It is the Head Custodian's responsibility to make sure all logs are completed and posted. 2. All cleaning logs must be scanned and saved in the event the District requires access to these records. 3. Head Custodians have the ultimate responsibility for overseeing staff-related cleaning/disinfecting activities in their school.
Athletic Department Staff	.	1. If required, shared athletic/gym equipment (e.g., balls, protective gear) will be cleaned between use per manufacturer's instructions and by the Athletic Department Staff. 2. If required, the Athletic Department Staff will be provided adult disinfectant wipes or other products to be used by the Athletic Dept. Staff, per the Athletic Director.

Responsible Party		*Action*
Athletic Director		1. The Athletic Director will oversee all cleaning and disinfectant activities done by Athletic Staff.
School Nurses		1. School Nurses will be responsible for disinfecting nursing equipment in all rooms affected by a suspected or confirmed communicable disease (i.e., blood pressure cuffs, cots, etc.)
		2. May assist SOCSD Custodians, or the Contracted Cleaning Staff, with disinfecting all *nursing areas and equipment affected* by a confirmed or suspected communicable disease case (i.e., the isolation rooms).
		3. Staff may have to wait a minimum of 24 hours to clean/disinfect an area affected by a confirmed or suspected communicable disease (i.e., COVID-19). However, this is <u>only if feasible to do so.</u>
Contracted Kitchen Staff		1. All Contracted Kitchen Staff will be responsible for cleaning all food surfaces in every school kitchen using chemicals supplied by their company.
		2. All Contracted Kitchen Staff will use only EPA products approved to kill the communicable disease when disinfecting such areas and will follow all labels and instructions for proper application.

Protocol for Tracking Essential Employees & Contractors

Responsible Party		*Action*
Essential Employees & Contractors		1. Must complete ***Essential Employee & Contractor Tracking Form*** electronically and on a weekly basis. ***Important: This form will only be used to aid in the tracking of the disease and to identify exposed employees and contractors to facilitate the provision of benefits which may be available.*** 2. The above form will be submitted to the Office of Staff Relations electronically no later than the Friday of every work week.
Director of Information Technology		1. Oversees the electronic dissemination and troubleshooting of the ***Essential Employee & Contractor Tracking Form.***
Assistant Superintend for Human Resources		1. Collects **Essential Employee & Contractor Tracking Form.** 2. Determines what benefits may be available to essential employees and contractors. 3. Shares any contractor-related information that is collected with the Director of Safety, Security and Compliance.
Director of Safety, Security and Compliance		1. Works with the District's Business Office related to contractor benefits provisioning.

List of Essential Positions

Essential Title/Position	Purpose/Responsibilities
Director of Safety, Security & Compliance	Oversees coordinated response to pandemic and/or communicable disease outbreak; coordinates scheduling of security; oversees general health and safety of school buildings
Contracted Security Guard(s)	Provide security at all school locations
Director of Facilities	Oversees and coordinates cleaning and sanitizing of school buildings and sports facilities
	Assists with setup of logistical spaces for childcare, food service, testing of communicable disease
	Maintains working order of buildings, critical infrastructure systems
	Schedules custodial, maintenance, and cleaning as required
Custodial and Maintenance Staff	Performs cleaning, sanitizing, general maintenance, and supervision of school buildings.
Contracted cleaning service	Perform cleaning and sanitizing services to SOCSD buildings as required.
School Nurses	Screening and testing protocols as they relate to communicable disease and/or pandemic that must be performed onsite.
Contracted Medical Director and/or Medical Provider	Medical expertise, oversight of screening, testing, and health determinations as required.
Director of Food Service and Workers (Contracted)	Prepare, oversee, and deliver meals to SOCSD students and/or families as directed

Criteria for Essential Functions
1- Responsibilities associated with communicable disease outbreak and/or pandemic response
2- Responsibilities must be performed onsite (cannot reasonably be done remotely)
3- Used during times of State-ordered workforce reductions

Essential Title/Position	Purpose/Responsibilities
Director of Transportation	Oversees and coordinates routes if required to transport students to offsite locations and/or transport to out of district placements as directed.
Contracted bus company and drivers	Provide transportation services to SOCSD as required.
Assistant Superintendent of Pupil Personnel Services	Develop, oversee, and implement screening and testing protocols, nursing response and support as required.
	Coordinate childcare services as required.
Childcare Staff	Staff responsible for childcare services and support
	May be contractors and/or employees of SOCSD
Emergency Responders	EMS, Fire, Police onsite as required.
Assistant Superintendent for Business and Operations	Oversees coordination, operations, safety, finance, procurement of required resources, executes contracts for services, and responsibilities associated with district safety response.
Assistant Superintendent of Human Resources	Provides support to district staff as required.
Assistant Superintendent of Curriculum & Instruction	Designs curriculum-based support (e.g., remote instruction) to ensure educational continuity.
PR/Communications Specialist	Required onsite communications, media responses and coverage as required.
Superintendent of Schools	Chief Executive Officer of the District

Appendix 12- Emergency Remote Instruction Plan

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.

The South Orangetown Central School District (SOCSD) 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.

SOCSD's Emergency Remote Instruction Plan supports students to continue their learning through online instruction if school is closed for an emergency or an extended period. This model will ensure that students have equitable access to our curriculum and programs, including live sessions, pre-recorded videos, with posted assignments and activities.

Instruction is aligned with the outcomes in the New York State Learning Standards. SOCSD will use our district curriculum maps and adjust as necessary to support our students' learning needs. The Emergency Remote Instruction Plan is based on a model that was used successfully during the pandemic when schools were closed for several months.

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 this plan, remote instruction means the instruction occurring when the student and the teacher 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). In the event where the district may have to make up instructional days, the district may implement asynchronous learning for delivery of instruction.

Synchronous and Asynchronous Instruction

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, while asynchronous instruction is considered supplementary instruction.

SOCSD uses Google Meet for live lessons and Google Classroom and Schoology for asynchronous learning. These applications have been integrated with our online learning environment to enhance the teaching and learning experience for all students. This functionality has enabled teachers to group students for small group work and discussions and to conference with individual and small groups of students all online from home. Teachers will use these educational technology programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style.

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 to be guided through lessons, ask questions, and maintain personal relationships.

During live lessons, teachers will be able to step away from the camera when giving a lesson and enable screen sharing. During lessons, students can interact with physical materials away from the screen to complete work and activities. Students can disengage from screen/camera to complete an activity then rejoin for the share and closure of the lesson. The

schedule of assignments or lessons for students will be posted and shared on Thursdays for the following week.

Other items students and families can expect in a remote learning environment that is going on for an extended period may include:

- Consistent scheduling
- Live, daily instruction for all students, whether taking part in person or virtually
- Trauma-based approach to instruction with an emphasis on social-emotional learning

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.

Communication Protocol

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 assessed to maintain effective communication.

Ensuring Digital Equity and Accessibility to Remote Learning Resources

The South Orangetown Central School District has been a 1:1 student mobile device for grades 9 through 12 for several years. In response to the COVID-19 Pandemic, the district implemented a K-8 1:1 student mobile device initiative. All district students are provided access to mobile devices and Internet access to support remote learning.
The district supplies all students in grades K-12 access to a mobile device (e.g., Chromebook). In case 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. 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 district surveys students and parents to obtain information on student access to computing devices and access to internet connectivity.

SOCSD participates in the NYSED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. SOCSD regularly surveys our school community to ensure all students have access to digital devices and

internet connectivity at home regardless of need. Survey data is submitted yearly to NYSED via the Student Digital Resources data collection process.
In addition, all new incoming students provide information on internet access and computer accessibility at home as part of the enrollment process. The district provides cellular hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.

As part of the budget planning process, the district has identified funding to repair and replace student mobile devices as part of normal wear and tear. Based upon the extent of the issue the student device may be repaired or replaced.

Support for Students with Disabilities During Emergency Closing

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 remote instruction.

Students with Individualized Education Plans (IEP) and our English Language Learners will receive their support in accordance with their program requirements. The District is taking steps to ensure that students with IEPs receive the services they need and our students who are English Language Learners will also receive their services.

The district employs an excellent special education and English as a Second Language teaching staff as well as the Pupil Personnel Services team, including school-based social workers and counselors that work directly with these and other specific student populations to ensure that they are not falling behind. This can be challenging in a remote learning environment, but the SOCSD team learned during the pandemic about how to best meet every child's and family's needs.

- 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.

- 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 remote services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals regarding 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.

Non-Instructional Services

When the 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. If 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 on whether 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.

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

Appendix 13

District Wide Staff
Currently Trained in CPR-AED

Staff	School/Building	Certifying Agency
Charles Murphy	All Sites	American Heart Association
James Behrens	All Sites	American Heart Association
John Gulino	All Sites	American Heart Association
Karen Siegel	All Sites	American Heart Association
Luis Rivera	All Sites	American Heart Association
Sean Ruanova	All Sites	American Heart Association
Suzanne Ahlf	All Sites	American Heart Association
Bill McAuliffe	Cottage Lane Elementary	American Heart Association
Catherine Riley	Cottage Lane Elementary	American Heart Association
Gregory Smith	Cottage Lane Elementary	American Heart Association
James Williams	Cottage Lane Elementary	American Heart Association
Jennifer Hind	Cottage Lane Elementary	American Heart Association
Jessica Sky	Cottage Lane Elementary	American Heart Association
Jill Fleury	Cottage Lane Elementary	ASHI
Josue Valerio	Cottage Lane Elementary	American Heart Association
Karen Fitzgibbons	Cottage Lane Elementary	American Heart Association
Kristine Wagner	Cottage Lane Elementary	American Heart Association
Maria Minor	Cottage Lane Elementary	American Heart Association
Mary Skully	Cottage Lane Elementary	American Heart Association
Paul Winkelmeyer	Cottage Lane Elementary	American Heart Association
Rebecca Coatti	Cottage Lane Elementary	American Heart Association
Susan O'Rourke	Cottage Lane Elementary	American Heart Association
Susan Penfield	Cottage Lane Elementary	American Heart Association
Tracy Garro	Cottage Lane Elementary	American Heart Association
Virginia Williams	Cottage Lane Elementary	American Heart Association
Amanda Eichner	CSD Greenbush	HSI
Steve Donnelly	CSD Greenbush	American Heart Association
Student	Site	Agency
Aileen Mooney	South Orange Middle School	American Heart Association
Alexandra Walker	South Orange Middle School	American Heart Association
Alice Wagner (Phoenix Aquatics Lifeguard))	South Orange Middle School	American Red Cross
Ann Quigley	South Orange Middle School	American Heart Association
Brian Culot	South Orange Middle School	American Heart Association

Cassandra Willcock (Orangetown Rec. Lifeguard)	South Orange Middle School	American Red Cross
Ceyda Tezel (Phoenix Aquatics Lifeguard)	South Orange Middle School	American Red Cross
Chad Corey	South Orange Middle School	American Heart Association
Chip Foley	South Orange Middle School	American Red Cross
Christine Bonavito	South Orange Middle School	American Heart Association
Clint Murphy (Orangetown Rec. Lifeguard)	South Orange Middle School	Red Cross
Daniel Karamanougian (Phoenix Aquatic Lifeguard)	South Orange Middle School	American Red Cross
Danielle Page	South Orange Middle School	American Heart Association
Don Wagner (Phoenix Aquatics Lifeguard)	South Orange Middle School	American Red Cross
Dylan Tobin (Orangetown Rec. Lifeguard)	South Orange Middle School	American Heart Association
Emre Aydin (Phoenix Aquatics Lifeguard)	South Orange Middle School	American Red Cross
Giacomo Marino	South Orange Middle School	American Heart Association
Hana Cucaj (Orangetown Rec. Lifeguard)	South Orange Middle School	American Red Cross
Jack McElligott Orangetown Rec. Lifeguard)	South Orange Middle School	American Red Cross
Jessica Garrecht	South Orange Middle School	American Red Cross
John Park (Phoenix Aquatics Lifeguard))	South Orange Middle School	American Red Cross
Joseph Lloyd	South Orange Middle School	American Heart Association
Kathy Muscari	South Orange Middle School	American Heart Association
Katrina Grimshaw	South Orange Middle School	American Heart Association
Kelsey Meidreich (Orangetown Rec. Lifeguard)	South Orange Middle School	American Red Cross
Lisa Balban (Phoenix Aquatics Lifeguard)	South Orange Middle School	American Red Cross
Lori Graham	South Orange Middle School	American Heart Association
Mackenzie Shanley (Orangetown Rec. Lifeguard)	South Orange Middle School	American Red Cross
Maggie Beorklian (Phoenix Aquatics Lifeguard)	South Orange Middle School	American Red Cross
Marc Eckert	South Orange Middle School	American Red Cross
Mark Stanford	South Orange Middle School	New York State Education Department
Martin Gleason	South Orange Middle School	American Heart Association
Mathew Hanson (Phoenix Aquatics Lifeguard)	South Orange Middle School	American Red Cross
Mathew Jacob	South Orange Middle School	American Heart Association
Mike Reilly	South Orange Middle School	American Heart Association

Nathaniel Bonilla (Orangetown Rec. Lifeguard)	South Orange Middle School	American Red Cross
Phillip Sanger	South Orange Middle School	American Heart Association
Rachele Delisser	South Orange Middle School	American Heart Association
Ryan Wagner (Phoenix Aquatics Lifeguard)	South Orange Middle School	American Red Cross
Sam Levine	South Orange Middle School	American Heart Association
Samantha Brunn (Phoenix Aquatics Lifeguard)	South Orange Middle School	American Red Cross
Sandi Willock (Orangetown Rec. Lifeguard)	South Orange Middle School	American Red Cross
Sarah Kukla	South Orange Middle School	American Red Cross
Anne Marie Carella	Tappan Zee High School	NYSED
Bob Favre	Tappan Zee High School	American Red Cross
Bradley Hercman	Tappan Zee High School	American Heart Association
Chris Haggarty	Tappan Zee High School	New York State Education Department
Dave Pollack	Tappan Zee High School	American Red Cross
Donna Grasso	Tappan Zee High School	American Heart Association
Drew Bimonte	Tappan Zee High School	American Heart Association
Eugene Kousoulas	Tappan Zee High School	American Heart Association
Greg Laskow	Tappan Zee High School	New York State Education Department
James Lampone	Tappan Zee High School	American Red Cross
John Murphy	Tappan Zee High School	American Heart Association
Kimberly Marino	Tappan Zee High School	American Heart Association
Lillian Roque	Tappan Zee High School	American Heart Association
Louis Addimando	Tappan Zee High School	American Heart Association
Mark Keegan	Tappan Zee High School	American Heart Association
Mary Ellen DeVillers	Tappan Zee High School	American Heart Association
Michael Lucic	Tappan Zee High School	American Heart Association
Nick DeSantis	Tappan Zee High School	American Red Cross
Patricia Shalvey	Tappan Zee High School	American Heart Association
Patrick Kenneally	Tappan Zee High School	American Heart Association
Pete Henninger	Tappan Zee High School	American Red Cross
Ralph Iannucci	Tappan Zee High School	Rockland BOCES
Rita Sarubbi	Tappan Zee High School	American Heart Association
Robert Calone	Tappan Zee High School	American Red Cross
Robert Smith	Tappan Zee High School	American Heart Association
Robert Speno	Tappan Zee High School	American Heart Association
Steve Liscio	Tappan Zee High School	American Red Cross
Beth Kaplan	William O. Schaefer Elementary School	American Heart Association
Christina Rispoli	William O. Schaefer Elementary School	American Heart Association

James McGovern	William O. Schaefer Elementary School	American Heart Association
Jennifer Fanning	William O. Schaefer Elementary School	American Heart Association
Justin Duffy	William O. Schaefer Elementary School	American Heart Association
Liz Piteo	William O. Schaefer Elementary School	American Heart Association
Marci Ruanova	William O. Schaefer Elementary School	American Heart Association
Pamela Bartell	William O. Schaefer Elementary School	American Heart Association
Riva Fisher	William O. Schaefer Elementary School	American Heart Association
Samantha Cordone	William O. Schaefer Elementary School	American Heart Association
Sean McLaughlin	William O. Schaefer Elementary School	American Heart Association
Steve Carra	William O. Schaefer Elementary School	American Heart Association
Thomas Dehler	William O. Schaefer Elementary School	American Heart Association
Tricia Psychas	William O. Schaefer Elementary School	American Heart Association

Appendix 13

Cardiac Emergency Response Plan (CERP)

This document is to be used as a template and is customized in each school's building-level plan to assist in meeting NYSED requirements.

Updated December 2025

BUILDING-LEVEL CARDIAC EMERGENCY RESPONSE PLAN (CERP) ANNEX

This annex is developed in compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917. It supplements the district-wide Cardiac Emergency Response Plan (CERP) by providing building-specific and venue-specific details for responding to sudden cardiac arrest (SCA) or similar life-threatening emergencies.

PURPOSE

The purpose of this annex is to outline actions expected of building administration and staff in the event of a sudden cardiac arrest. The goal is to ensure immediate recognition of SCA, initiation of cardiopulmonary resuscitation (CPR), retrieval and application of an automated external defibrillator (AED) within 3 minutes, and seamless transfer of care to emergency medical services (EMS). This annex also provides venue-specific details for all high-use areas, athletic venues, and large gathering spaces within the building.

FUNCTIONAL ANNEXES THAT MAY BE ACTIVATED

Functional Annexes that may be activated during a cardiac emergency include:

- Public Health, Medical, and Mental Health Annex
- Communications Annex
- Security Annex
- Hold-in-Place
- Accounting for All Persons
- Reunification Annex as needed

Other actions that may be considered:

- Emergency Dismissal/Early Dismissal

ACTIVATING THE EMERGENCY RESPONSE PLAN

- Recognize signs of sudden cardiac arrest (collapse, unresponsiveness, no normal breathing).
- Call for help: direct a specific person to call 911 and provide location/access details for EMS.
- Notify the main office and activate the building's emergency notification procedure.
- Activate the Cardiac Emergency Response Team (CERT) via the main office or designated point of contact.
- Assign roles if not already pre-assigned.
- Initiate CPR immediately.
- Retrieve and apply AED within 3 minutes of collapse.
- Prepare for EMS arrival – assign EMS Liaison to meet and guide responders.
- Continue CPR/AED until EMS takes over or the victim shows signs of life.
- Secure the scene and preserve AED use data.
- Begin post-incident review procedures within 72 hours.

INCIDENT COMMANDER ACTIONS

- Assume command and proceed to the scene or designated command location.
- Confirm 911 has been called and correct information provided.

- Ensure CERT activation and verify role coverage.
- Confirm CPR has started, and AED retrieval is underway.
- Assign staff to meet EMS at access point and guide them to the scene.
- Direct crowd control and scene safety measures.
- Oversee communications with district leadership and parents as needed.
- Monitor the response to ensure uninterrupted CPR/AED use.
- Facilitate smooth handoff to EMS, providing event timeline and AED use details.
- Authorize post-incident mental health support for affected individuals.
- Preserve AED device data and initiate maintenance if used.
- Lead after-action review within 72 hours and forward report to the district safety team.

OTHER ACTIONS TO CONSIDER

- Conduct monthly AED visual inspections to verify battery status, pad expiration, and accessibility, documenting checks on district log forms.
- Post clear signage to AED locations and ensure AEDs are unlocked and accessible during all events.
- Assign alternates for each CERT role to ensure coverage during staff absences.
- Confirm AED access and trained personnel coverage before large events; identify EMS staging areas.
- Schedule annual CPR/AED certifications.
- Rotate CERP drill locations and times to test AED retrieval from different areas.
- Share updated AED maps with local EMS annually and invite them to participate in one drill per year.
- Publicize AED locations for staff, students, and community through maps, newsletters, and online training programs.
- Ensure CERP procedures integrate with other functional annexes so multiple protocols can be activated simultaneously if needed.

CARDIAC EMERGENCY RESPONSE TEAM (CERT)

List primary and alternate members with roles for the building. Update as changes occur.

Role	Primary	Alternate	Responsibilities
CPR Provider	**Nurse** **(Trainer or Coach for Athletics Events or practices)**	**Security** **(Trainer or Coach for Athletics Events or Practices)**	**Begin chest compressions and rescue breathing (if trained)**
AED Retriever	**Assistant Principal**	**Security**	**Retrieve AED from designated location and deliver to victim**
911 Caller	**Security**	**Security**	**Call EMS, give exact location and nature of emergency**
EMS Liaison	**Principal**	**Assistant Principal**	**Meet EMS at designated entry point and guide to scene**
Crowd Control	**Security**	**School Resource Officer**	**Clear bystanders and maintain safe scene**

AED Locations Summary

Per Public Health Law §3000-b all main entrances are required to have a sign that notifies all staff/ students/visitors where the nearest AED location is to that entrance.

AED Model **Site** **Location**

(see Appendix 15 for all locations)

(Below is an *example* of the sign that is in each school's Main Entrances):

IMPORTANT: TAPPAN ZEE H.S. has Automated External Defibrillators (AEDs) in the following location:

Building	Location of AED unit
Tappan Zee H.S.	Main Entrance Hallway across from Security Office
Tappan Zee H.S.	In Nurse's Office
Tappan Zee H.S.	In Hallway by Auditorium and Cafeteria
Tappan Zee H.S.	In Hallway across from Library
Tappan Zee H.S.	In Hallway outside Gym by Girls Bathroom
Tappan Zee H.S.	Athletic Fieldhouse (by Football field)
Tappan Zee H.S.	In Maintenance Garage/Office

Venue-Specific CERP Details

Complete one Venue-Specific CERP Template for each significant location in the building, including but not limited to gymnasiums, athletic fields, auditoriums, cafeterias, and large event spaces. Template form found in Appendix A of this document.

Training & Drill Records

Training:

Names of Staff with Current CPR/AED Certification:

Staff Title	Staff Name	Telephone Number	Location	Availability
School Nurse	N/A		TZHS SOMS CLE WOS	• Before School • After School • School Day • Athletic Events • School Events

Athletic Trainer	N/A		TZHS SOMS CLE WOS	• Before School • After School • School Day • Athletic Events • School Events
All Athletics Coaches	N/A		TZHS SOMS CLE WOS	Athletic Events
Security Guard	N/A		TZHS SOMS CLE WOS	• Before School • After School • School Day • Athletic Events • School Events
Security Guard	N/A		TZHS SOMS CLE WOS	• Before School • After School • School Day • Athletic Events • School Events
Security Guard	N/A		TZHS SOMS CLE WOS	• Before School • After School • School Day • Athletic Events • School Events
Various Volunteers			TZHS SOMS CLE WOS	• Before School • After School • School Day • Athletic Events • School Events

DRILLS:

An AED Response Drill is designed to follow best practices from nationally recognized agencies such as the American Red Cross (ARC) and the American Heart Association (AHA), and aligns with NYSED Commissioner's Regulation 155.17 and NY State cardiac emergency preparedness guidance. The purpose is to ensure that school staff can respond quickly and effectively to a sudden cardiac arrest (SCA) on school grounds. A Drill template can be found in Appendix B of this document.

Date of Drill	Agencies Involved (EMS, Fire Dept.)

POST-INCIDENT REVIEW

Following any cardiac emergency or related drill, the Cardiac Emergency Response Team shall conduct a post-incident review within 72 hours to evaluate the effectiveness of the response. This review will document the sequence of events, the timeliness and accuracy of actions taken, the performance of assigned roles, the condition and accessibility of emergency equipment, and the adequacy of communications with emergency medical services. The purpose of the review is to identify strengths, address deficiencies, and implement improvements to the Cardiac Emergency Response Plan, training programs, and equipment maintenance. Findings from the review shall be recorded in writing, retained in accordance with district policy, and shared with the appropriate administrative and safety committees to ensure continuous improvement and compliance with New York State requirements and nationally recognized guidelines. An event summary template can be found in appendix C of this document._

Incident Summary

- Date, time, location, and type of cardiac emergency
- Whether it was a drill or an actual event
- Who was involved (roles, not necessarily names for confidentiality)

Timeline of Events

- Time first signs were recognized
- Time EMS was called
- Time CPR began
- Time AED applied and shocks delivered (if any)
- Time EMS arrived and took over

Response Evaluation

- How quickly emergency steps were initiated?
- Was the AED retrieved and used without delay?
- Was the scene safe and well-managed?
- Was the emergency communication plan followed?

Roles and Responsibilities

- Did designated staff respond as trained?
- Were backups activated if primary responders weren't available?

Resources and Equipment

- AED functionality and accessibility
- PPE availability
- Communication tools (radios, phones)

Training and Preparedness

- Did staff recall and follow their training?
- Did bystanders assist effectively?
- Were there any skill gaps?

Outcome

- Immediate patient status when transferred to EMS
- Any safety concerns for responders or students
- Follow-up support for staff and students

Lessons Learned

- What went well and should be reinforced
- What should be corrected or improved

Action Plan

- Training adjustments
- Policy/procedure revisions
- Equipment servicing or relocation
- Additional drills scheduled

Documentation & Reporting

- Keep a confidential record (required by NY State law for CERPs)
- Report to administration, safety committee, and, if applicable, the state education department

APPENDIX A

VENUE-SPECIFIC CERP TEMPLATE

Venue Name: _____

Primary AED Location: _____

Secondary AED Location: _____

Estimated Retrieval Time: _____

EMS Access Point: _____

Nearest CERT Members Likely On-Site: _____

Special Considerations: _____

Role Assignments for this Venue:

Role	Primary	Alternate
CPR Provider		
AED Retriever		
911 Caller		
EMS Liaison		
Crowd Control		

Diagram: (Attach map of venue showing AED icon and EMS access route)

APPENDIX B

AED RESPONSE DRILL TEMPLATE

This AED Response Drill Template is designed for use in New York State public and non-public schools. It follows best practices from nationally recognized agencies such as the American Red Cross (ARC) and the American Heart Association (AHA) and aligns with NYSED Commissioner's Regulation 155.17 and NY State cardiac emergency preparedness guidance. The purpose is to ensure that school staff can respond quickly and effectively to a sudden cardiac arrest (SCA) on school grounds.

Drill Details

Scenario Description	Simulated sudden cardiac arrest involving student/staff, initiated during a routine school day.
School Name	
Drill Date	
Location (Building/Area)	
Drill Coordinator	
Participants (Roles)	

Response Steps (ARC & AHA Aligned)

Step	Action Taken	Time Completed	Evaluator Notes
1	Recognize unresponsive individual, check breathing, call for help		
2	Activate EMS by calling 911 and notifying school emergency team		
3	Retrieve AED and bring to scene immediately		
4	Turn on AED and follow voice prompts		
5	Apply AED pads to patient's bare chest		
6	Ensure area is clear, deliver shock if advised		
7	Resume CPR immediately after shock/no shock prompt		
8	Continue until EMS takes over or victim shows signs of life		

Drill Evaluation

Criteria	Met?	Comments
Staff recognized SCA and activated EMS quickly		
AED retrieved within target time (<3 minutes)		
Pads applied correctly and promptly		
Shock delivered safely per AED prompts		
High-quality CPR performed (per AHA guidelines)		
Clear communication between responders		
Seamless handoff to EMS		

Improvement Actions

List any corrective actions needed to improve response times, AED use proficiency, or team communication. Reference retraining or practice needs in line with ARC/AHA recommendations.

Drill Coordinator Signature	Date:
School Administrator Signature	Date:

APPENDIX C

EVENT SUMMARY FORM

Location of event: _____ Date of event: _____ Time of event: _____ PAD oversight physician: _____ PAD program coordinator: _____ Victim's name: _____ Was the event witnessed or non-witnessed? Witnessed ___ Non-witnessed ___ Name of trained rescuer(s): _____

Internal response plan activated? Yes _ No ___

Was 911 called? Yes __ No __ If yes, name of 911 caller: _____ Was pulse taken at initial assessment? Yes __ No __

Was CPR given before the AED arrived? Yes __ No __

If yes, name(s) of CPR rescuer(s): _____

Were shocks given? Yes ___ No ___ Total number of shocks? ___

Did victim…

Regain a pulse? Yes ___ No ___

Resume breathing? Yes ___ No ___

Regain consciousness? Yes ___ No ___

Was the procedure for transferring patient care to the local EMS agency executed?

Yes ___ No ___ If no, please explain: _____

Any problems encountered? _____

Name of person competing form: ____

APPENDIX D

DISTRICT-LEVEL SCHOOL SAFETY PLAN TEMPLATE

Section X: Sudden Cardiac Arrest Preparedness – Cardiac Emergency Response Plan (CERP)

PURPOSE

In compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917, **Cottage Lane Elementary** has established a Cardiac Emergency Response Plan (CERP) to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on any school site or at any school-sponsored event, including athletic programs. This section provides the district-wide framework for cardiac emergency preparedness and response, to be supplemented by building-specific CERP annexes within each Building-Level Emergency Response Plan. Building-level annexes must include venue-specific response protocols for all athletic facilities and off-site events, identifying AED locations, access routes, and trained personnel coverage.

POLICY STATEMENT

Cottage Lane Elementary will maintain a district-wide CERP aligned with the American Heart Association's (AHA) evidence-based core elements. The plan shall be reviewed annually by the Cottage Lane Safety Team and approved by the Board of Education. Each building shall develop and maintain a venue-specific CERP annex that conforms to the standards established in this section and follows the NYSED functional annex format requirements for Building-Level Emergency Response Plans.

Core Components

- **Cardiac Emergency Response Team (CERT):** Minimum of 5 trained responders or 10% of building staff, whichever is greater. Roles may include CPR provider, AED retriever, 911 caller, EMS liaison, and crowd control.
- **CPR/AED Training Requirements:** The district-wide school safety team may provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams.
- **AED Placement and Maintenance:** AEDs located to allow retrieval and deployment within 3 minutes from any location on campus; clearly marked, unlocked during events, maintained per manufacturer guidelines; maintenance and inspection logs kept at each building with the building Nurses.
- **Communication Protocols:** Internal – CERT activation and role assignments; External – Immediate EMS activation (call 911) and coordination with responding agencies.
- **Practice Drills:** At least one annual CERP drill per building, including AED retrieval and CPR initiation and measurement of time from collapse recognition to AED application, with a goal of 3 minutes or less; drill reviews documented in after-action reports.
- **Continuous Improvement:** Annual review of the plan and post-incident/debrief updates to procedures. An after-action report will be completed within 24 hours of any cardiac emergency or drill and forwarded to the Safety Team for review and follow-up actions.

EMS Coordination

The **Cottage Lane Elementary** Safety Team and building administrators will coordinate with local EMS to integrate CERP procedures into community responder protocols, including site orientation and AED location information. This coordination will occur at least annually and will include sharing updated AED maps, site access points, and any changes in CERT composition or building layout.

Recordkeeping and Reporting

CPR/AED training records will be maintained by Human Resources. AED maintenance records will be maintained by Facilities. Drill and incident documentation will be retained by the building administrator and forwarded to the Safety Team.

Appendix E

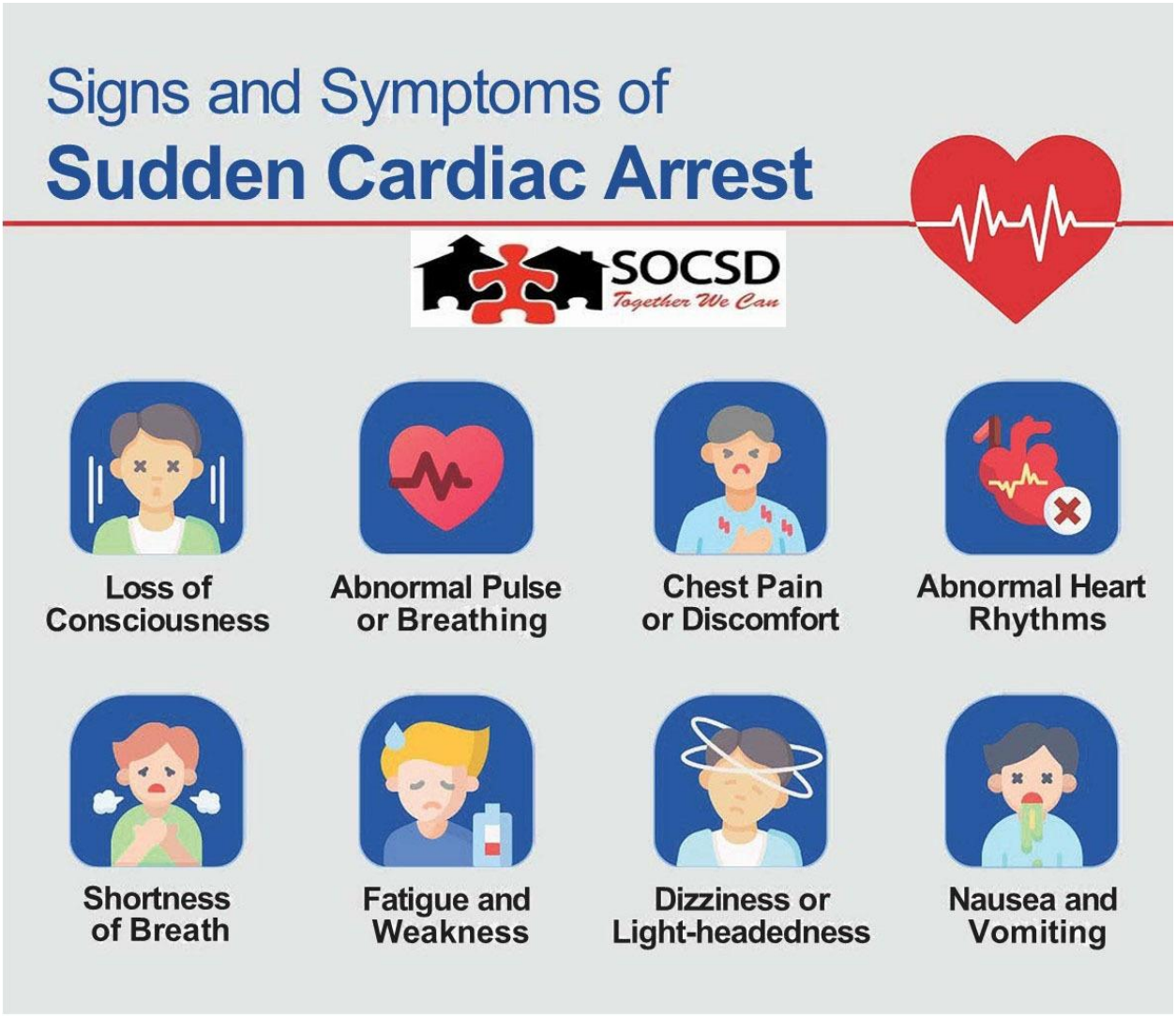
Recognizing Sudden Cardiac Arrest (SCA)

Definition

Sudden cardiac arrest is a **life-threatening condition** where the heart suddenly and unexpectedly stops beating. This leads to loss of blood flow to the brain and vital organs. Without immediate CPR and defibrillation, death can occur within minutes. Call 911 and activate Cardiac Emergency Response Plan.

Sign/Symptom	Description	Notes
Sudden collapse	The person falls to the ground without warning.	Often the **first and most obvious sign**; may occur during or after physical activity, or at rest.

Sign/Symptom	Description	Notes
Unresponsiveness	No response to shouting or tapping on the shoulders.	Check for responsiveness **immediately** upon collapse.
No normal breathing / only gasping	Breathing may be absent, irregular, or limited to **agonal gasps** (abnormal, gasping breaths).	agonal gasps are **not normal breathing**.
No pulse	No heartbeat detectable by trained responders.	Lay rescuers focus on "no breathing or only gasping" to trigger CPR; trained personnel also check pulse.
Seizure-like activity	Brief, involuntary movements may occur during the first seconds of arrest.	This can be mistaken for a seizure; check breathing and responsiveness.
Sudden collapse during exertion	Especially concerning in athletes or during physical activity.	NYSED sports-related SCA guidance emphasizes this scenario.
Pale or bluish skin	Skin may appear ashen, cool, or cyanotic (blue lips/fingertips).	Caused by lack of oxygenated blood circulation.



The South Orangetown CSD in compliance with Education Law § 2801-a(2)(N) as per the following:

1- Education Law § 917 and Commissioner's regulation §136.4 which requires that schools have sufficient AEDs to ensure ready and appropriate access for use during emergencies1 and at least one staff member who is trained in Cardiopulmonary Resuscitation (CPR) and the use of AEDs pursuant Public Health Law §3000-b(3)(a) at school instructional facilities, including school-sponsored or school- approved curricular or extracurricular events or activities.

2- Amendment to First Aid Knowledge and Skills Requirements for Coaches which requires school athletic coaches to be certified in CPR/AED and basic first aid by a nationally recognized organization as defined in Public Health

Law § 3000-b.

3- Public Health Law (PHL) § 3000-b which requires that public schools be public access providers and comply with all requirements as such, including:
4- A collaborative agreement with an emergency health care provider is in place which includes written practice protocols, policies, and procedures.
5- Training in CPR/AED by a nationally approved organization or the state emergency medical services council.
6- Appropriate maintenance and testing of AEDs according to applicable standards of the manufacturer and any appropriate government agency is in place.
7- Signage is posted at the main entrance to all school buildings indicating the locations of the AEDs. Every classroom has an emergency folder which includes the locations of AEDs in their building and signs and symptoms of sudden cardiac arrest poster.
8- Notification is provided to the EMS Regional Council of the location and types of AEDs
9- Reporting of every AED use to the local EMS, EMS Regional Council, the AED manufacturer and the emergency health care provider.
10- The Dominic Murray Sudden Cardiac Arrest Prevention Act requires schools to immediately remove from physical or athletic activities any student with signs and symptoms of a sudden cardiac arrest (SCA) and requires schools to instruct students, parents, and staff in the signs and symptoms of sudden cardiac arrest. The signs and symptoms of sudden cardiac arrest poster is in every classroom and is sent home to parents electronically and on an annual basis.
11- Signs and symptoms of a sudden cardiac arrest (SCA) and requires schools to instruct students, parents, and staff in the signs and symptoms of sudden cardiac arrest. The signs and symptoms of sudden cardiac arrest poster is in every classroom and is sent home to parents electronically and on an annual basis.

The South Orangetown CSD Complies with the Desha's Law training component as per the following:

1- Each Schools Cardiac Emergency Response Team will receive training annually.
2- AED/CPR Certification will be completed every two years as per American Heart Association Standards or an equivalent.
3- Students and Students will receive annual training on the signs and symptoms of sudden cardiac arrest (SCA) along with the locations of AEDs in their building.

Appendix 15- Automated External Defibrillator (AED) Locations in each Building

Model	Site	Placement
Cardiac Science Powerheart G5	Tappan Zee High School	Golf Cart (Athletics)-Jess Office
Cardiac Science Powerheart G5	Tappan Zee High School	Gym Lobby by Girls Room
Cardiac Science Powerheart G5	Tappan Zee High School	Nurse's Office
Cardiac Science Powerheart G5	Tappan Zee High School	Maintenance shop
Cardiac Science Powerheart G5	Tappan Zee High School	Auditorium Cafe
Cardiac Science Powerheart G5	Tappan Zee High School	Spare 2 (Safety Office)
Cardiac Science Powerheart G5	Tappan Zee High School	Spare 1 (Fencing Program)
Cardiac Science Powerheart G5	Tappan Zee High School	Field House Wall
Cardiac Science Powerheart G5	Tappan Zee High School	Trainer Office (Reg-Tennis)
Cardiac Science Powerheart G5	Tappan Zee High School	By Library
Cardiac Science Powerheart G5	Tappan Zee High School	Main Entrance
Cardiac Science Powerheart G5	South Orange Middle School	3rd Floor by Library
Cardiac Science Powerheart G5	South Orange Middle School	By Room 175
Cardiac Science Powerheart G5	South Orange Middle School	Hallway Outside Cafeteria
Cardiac Science Powerheart G5	South Orange Middle School	Pool
Cardiac Science Powerheart G5	South Orange Middle School	Main Lobby
Cardiac Science Powerheart G5	Cottage Lane Elementary	Hallway by Main Office
Cardiac Science Powerheart G5	Cottage Lane Elementary	Nurses Office Bathroom Wall
Cardiac Science Powerheart G5	William O. Schaefer Elementary School	Across from Gym
Cardiac Science Powerheart G5	Tappan Zee Elementary	Main entrance by Gym
Cardiac Science Powerheart G5	CSD Greenbush	On wall by Copier