Sullivan BOCES
District-Wide School Safety Plan
2026-2027

BOE approval date: 4/18/2026

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PURPOSE

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

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

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

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

The District Superintendent or designee requires each building principal to maintain a Building-level Emergency Response Plan in compliance with Commissioner of Education Regulation 155.17. Each plan should be updated annually with the assistance of the School Emergency Response Team (SERT). The plan shall provide for lockdown, lockout, hold in place, evacuation, early dismissal, fire, and other emergency planning and notification (when necessary) to students and staff, annual drills and exercises, and coordination with local and county emergency preparedness agencies. These plans shall be submitted to the District's Emergency Response Team for annual approval and incorporation into the overall District-wide Safety and Emergency Management Plan.

DISTRICT CHIEF EMERGENCY OFFICER

The Sullivan BOCES District Superintendent & Chief Executive Officer is designated as the Agency's Chief Emergency Officer and will provide:

- Coordination of communication between school staff and first responders
- Assurance that the district-wide school safety plan and building-level emergency response plans are developed and updated annually
- Assurance of coordination between the district-wide school safety plan and building-level emergency response plans
- Assistance in the selection of security-related technology and the development of associated policies
- Assurance that all required evacuation and lockdown drills are performed in accordance with Education Law section 807
- Appropriate safety, security, and emergency training for all staff, including ensuring that all staff members are familiar with the district-wide school safety plan

DISTRICT-WIDE SCHOOL SAFETY TEAM

The District-Wide School Safety Team is appointed by the Sullivan Co. BOCES Board and shall include the following members:

Team Members:

Gary Bowers, Health and Safety	845-295-4110
Megan Becker, Director of Special Education	845-292-4170
Linda Blanton, Executive Principal	845-295-4145
Adam Riehl, Executive Principal	845-295-4107
Jeffrey Molusky, Executive Principal	845-295-4183
Donna Hemmer, Director of Communications	845-295-4011
Kelly Levi, School Nurse	845-295-4114
Kurt Mall, Director of Facilities	845-295-4028
Will Fernandez, School Resource Officer	845-295-4179
Deb Charlton, Teacher/ Union President	845-295-4226
Sam Rogers, Teacher	845-295-4269
Jillian Smith, CTE Administrative Assistant	845-295-4152
Victoria Ferguson, Executive Dir of Finance and Business Services	845-295-4002
Bus Driver	
Bus Monitor	

RESPONSIBILITY OF THE DISTRICT-WIDE SCHOOL SAFETY TEAM

- Development of the District-Wide School Safety Plan
- Review and update the District-Wide School Safety Plan as needed, but at least annually
- Development of policies and procedures for responding to implied or direct threats of violence by students, staff, and visitors, as well as threats by students against themselves, including suicide.
- Development of policies and procedures for communication with law enforcement and parents/ guardians
- Recommend prevention and intervention strategies to improve communication with students
- Development of plans and procedures to coordinate with emergency services and local government agencies
- Identification of district resources available in the event of an emergency
- Recommend staff and student school safety training programs (all staff will receive training by September 15th on the school safety plans, workplace violence prevention, and mental health)
- Development of policies and procedures related to school building security

- Arrange for drills and exercises to test the plan components

BUILDING-LEVEL EMERGENCY RESPONSE TEAM

Each school building will have a Building-Level Emergency Response Team, appointed by the building principal, responsible for the development of the confidential Building-Level Emergency Response Plan. The Building-Level Emergency Response Team will appoint:

- Emergency Response Team (members have specific roles and responsibilities in an emergency)
- Post-Incident Response Team (assists with the aftermath of a violent incident or emergency)
- Any other Incident Response Team(s) deemed necessary

CONCEPTS OF OPERATION

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

PLAN REVIEW & PUBLIC COMMENT

- The District-Wide School Safety Plan shall be monitored and maintained by the district-wide school safety team and reviewed at least annually and updated as necessary, and adopted by the school board by September 1st. (A copy of the plan will be available at the district office.)
- Building-level Emergency Response Plans shall be confidential and not subject to disclosure under Article 6 of Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.
- Within 30 days from adoption, the District-Wide Safety Plan will be posted on the district website. The URL will be submitted to the Education Department via the annual Basic Educational Data System (BEDS) collection.
- The District-wide Plan must be formally adopted by the Board of Education whenever changes, other than simply updating contact information, are made to the plan. Pursuant to Commissioner's

Regulation, Section 155.17(e)(3), this plan will be made available for public comment at least 30 days prior to its adoption.

- Building-Level Emergency Response Plans will be supplied to the New York State Police and Sullivan County Sheriff's Department within 30 days of adoption, but not later than October 15th.

PREVENTION AND INTERVENTION STRATEGIES

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

- Training for school staff working in an incident control capacity may include:
    - Individual and group de-escalation techniques
    - Non-violent conflict resolution skills and
    - Mediation
- The District will provide de-escalation techniques and non-violent conflict resolution training to other staff annually. Each building/division will have staff trained in non-violent conflict resolution.
- Training is available during staff development sessions or on conference days.
- Procedures relating to building security, including utilization of staff and security equipment, may include:

    Surveillance Cameras
    Door-lock (buzzer) entry systems
    Portable Radios
    Alarm Systems
    Keypad or swipe entry systems
    Single Point of Entry
    Vaping detectors and phone applications
    Visitor screening and ID
    Wireless classroom lockdown system

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

Alyssa's Law

Signed into law by Gov. Hochul in June of 2022. Requires schools to consider the use of silent panic alarm systems when conducting reviews and development of their school safety plans.

"The Sullivan County BOCES has considered the use of a silent panic alert system when developing their District-Wide Safety Plan. The BOCES is in the process of researching and adopting several different forms of technology to aid in our emergency response, including, but not limited to, automatic door locking systems, District-wide on-screen computer emergency alerts, cellular phone emergency apps, and exterior building flashers. Sullivan County BOCES will continue to investigate new forms of technology as they become available."

IMPROVING COMMUNICATION WITH STUDENTS

Each of the schools within the district provides school safety-related initiatives. These programs include peer mediation, bullying prevention, conflict resolution, social skills development, anger management, and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with counselors, social workers, and school psychologists.

REPORTING THREATS OR ACTS OF VIOLENCE

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

Sullivan BOCES realizes the importance of improving communication between its Administration and the parents of its student body. Parents and those in parental relations are encouraged to reach out and contact the BOCES if they have information related to threats or acts of violence. Please call 845-295-4000 anytime there is information to share.

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

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

TRAINING, DRILLS, AND EXERCISES

The amendment to Section 155.17 of the Regulations of the Commissioner of Education Relating to Emergency Response Definitions for School Safety Plans defines the following required emergency terms to standardize terminology in all schools statewide and to eliminate confusion created from the misuse of terms that sound similar:

- **Evacuate** and **Evacuation** mean to move students for their protection from a school building to a predetermined location in response to an emergency.
- **Shelter** and shelter in place mean keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.
- **Lockdown** means to immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement, usually accompanied by the Administration. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.
- **Hold** and **Hold-in-place** mean the restriction of movement of students and staff within the building while dealing with short-term emergencies.
- **Secure Lockout** means students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school.

- **Trauma** means an emotional response to a deeply distressing or disturbing experience, such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.
- **Trauma-informed** means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.
- **Trauma-informed drills** mean avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or the inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure to trauma.
- Students and staff will be informed when the district is conducting a drill.

The District will conduct trauma-informed Emergency Management drills and exercises annually, as required, including, but not limited to:

- **Evacuation AND LOCKDOWN DRILLS:** Evacuation and Lockdown Drills will be conducted during school days in each school within the District with staff and students twelve (12) times annually (September - June). The first eight (8) drills are conducted prior to December 31st of each school year.

  Eight of all such drills shall be evacuation drills. Four of all such required drills shall be lockdown drills. The appropriate Fire Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding effective building evacuation in the event of a fire. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the lockdown drills and offer feedback regarding the effectiveness of these drills. Drills shall be conducted at different times of the school day, with at least one of the eight required evacuation drills occurring during a mass gathering event such as lunch or assemblies.

  Sullivan BOCES recognizes that a portion of its student body has special needs. The BOCES aims to reduce the impact of drills, which may cause anxiety in this group. Sullivan BOCES will provide parents and persons in parental relations with advanced notice of any upcoming Lockdown drills. This notice will be sent home, in writing, with students three (3) days prior to the date of the scheduled Lockdown drill. The Lockdown drills will be held in a trauma-informed, age-appropriate manner. The Lockdown drills will not include props, actors, simulations, or other tactics intended to mimic an actual school shooting. Lockdown drills are practiced with the assistance of the Sullivan County Sheriff's Department, who work with BOCES Administrators to release each locked room from Lockout. Officers are typically clad in their uniformed attire when conducting drills, and not in tactical gear. All Lockdown drills will be announced by Security, prior to the commencement of the drill, with the following statement: "This is a drill, not an actual emergency. This is a drill. We are now practicing how to Lockdown (or Evacuate). This is a drill".

- In the event that the Sullivan BOCES determines that full-scale exercises in conjunction with local and county emergency responders and preparedness officials are warranted, these exercises would be held on non-school days when school activities such as athletics are not occurring on school grounds. Written consent from parents and guardians would be required for any students wishing to participate.
- **EARLY DISMISSAL DRILL:** The District will conduct one Early Dismissal drill annually, wherein students are dismissed early from each school. The Early Dismissal drill will test the emergency response procedures, which may require early dismissal due to an actual event. Parents will be notified of this drill well in advance. Transportation Officials, bus drivers, and monitors will be important in conducting

and evaluating this drill successfully. Districts will provide bus transportation, bus drivers, and bus monitors for the Early Dismissal Drill as required by Sullivan BOCES.

- **HOLD:** Each school in the District will conduct at least one (1) Hold Drill annually utilizing Shelter-in-Place protocols. The appropriate Police Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding the effectiveness of these drills.

STAFF DEVELOPMENT TRAINING:

All general staff will receive training on district-wide procedures as well as specific procedures contained within their respective building-level emergency response plan. This training shall occur prior to September 15th of each school year or within 30 days of joining the district.

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

If Sullivan BOCES chooses to participate in full-scale exercises in conjunction with local and county emergency responders, and these exercises include props, actors, or simulations intended to mimic a school shooting or other similar violent acts, then such exercises shall not be conducted on a regular school day, or when extra-curricular activities are occurring on campus. Any such exercises shall not include students without written consent from parents or persons in parental relations.

Training may include, but is not limited to:

- de-escalation training/warning signals for violence and mental health concerns
- non-violent conflict resolution
- emergency physical intervention
- emergency response team training
- social skill development
- character education
- social and emotional learning
- workplace violence

PROACTIVE BUILDING SECURITY MEASURES

- BOCES buildings use a single point of entry system. All exterior doors are locked except the main entrance. Signs are in place directing visitors to sign in at the reception desk at each school. Main doors are controlled by a remote “buzzer” entry during normal school hours.
- Some schools have security guards just inside the entrance of each school in the district. Guards monitor visitor sign-in procedures and help supervise building traffic flow. Security guards maintain licensing in accordance with the New York Security Guard Act. Licenses are issued by the New York Dept of State, Division of Licensing Services, and require 8 hours of pre-assignment training, 16 hours of on-the-job training, and 8 additional hours of in-service training annually.
- School buildings without Guards stationed inside the entry doors have access control performed via

remote camera and buzzer.

- Staff members are required to wear visible identification badges.
- Classroom doors shall be closed and locked. Overhead doors shall be closed when not in use.
- Visitors are required to sign in and wear visitor identification.
- Visitor access is limited to specific areas of the school building.

VITAL EDUCATIONAL INFORMATION

Information on each building's students and staff, transportation needs, and the telephone numbers of key officials is outlined in each Building-level Emergency Response Plan.

EARLY DETECTION OF POTENTIALLY DANGEROUS BEHAVIOR

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

- A summary of the District's Code of Conduct is provided to all students in the district at the start of every school year to ensure that all students understand acceptable behavior in the school setting. The Code of Conduct delineates, among other behaviors, a lack of tolerance for bullying, violence, and harassment.
- A "plain language" summary of the Code of Conduct is mailed to all parents/guardians of students in the District at the start of each school year and is disseminated at the time of registration thereafter.
- All new employees will be provided access to a copy of the Code of Conduct at the time of hire. All teachers and other staff members will be provided access to a copy of the Code of Conduct annually.
- Efforts are made on the building level in each of the schools to identify, prevent, and resolve potentially dangerous behavior at the earliest possible stage. Counselors, school psychologists, school social workers, nurses, outside agencies (as appropriate), administrators, teachers, and support staff are essential participants in this process.
- Secondary health curricula incorporate information regarding emotional health, the impact of drugs and alcohol on an individual's behavior, and on responsible decision-making.
- School psychologists, social workers, and counselors facilitate counseling groups for identified students around issues related to poor social skills development, anger management, and good decision-making.
- Certified and non-certified staff members working with students who are at risk for engaging in violent behaviors receive annual training in crisis prevention and intervention. Further, these staff members benefit from technical assistance within the context of the instructional setting throughout the year.
- The District Level Behavioral Assessment Team, through their behavioral assessments and student relationships, provides important information regarding why students engage in behaviors that impede learning and how those students' collective behavior relates to their environment. Relevant threat assessment information is used to modify district plans and practices as needed.

IDENTIFICATION OF POTENTIALLY DANGEROUS OR HAZARDOUS SITES:

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

of Facilities and building custodians will locate these sites.

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

TYPICAL EMERGENCY SITUATIONS:

The District has procedures for emergencies, including but not limited to the following:

- Bomb Threats
- Building Collapse
- Civil Disturbance
- Earthquakes
- Explosion
- Fire
- Floods
- Hazardous Materials and Radiological Incidents
- High Winds
- Hostage Situations
- Intrusions
- Kidnappings
- School Bus Accidents
- Suicide
- Suspicious Packages
- Tornadoes
- Pandemic Illness

NOTIFICATION AND ACTIVATION - INTERNAL AND EXTERNAL COMMUNICATIONS

EXTERNAL

Anyone with knowledge of an incident is encouraged to immediately call 911 in an emergency. Notify the Main Office immediately when calling 911; SC BOCES may need to activate the emergency teams, and arrangements must be made to meet the responders.

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

INTERNAL

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

MULTI-HAZARD RESPONSE

In the event of an emergency, a Command Center will be set up at a safe location in collaboration with emergency responders. Each building has specific plans for dealing with a wide range of hazards.

Specific response procedures are sensitive in nature and, therefore, are contained within each confidential building-level emergency response plan.

In each emergency, the building's administrator will contact the District office for assistance. The District office will provide support as appropriate and deemed necessary by the Incident Commander on the scene (i.e., sending additional mental health resources). The superintendent or his/her designee will be the sole contact person for releasing information to the media and for communicating the status of the emergency with other district schools, private schools, and outside agencies.

RESPONSES TO ACTS OF VIOLENCE AND IMPLIED OR DIRECT THREATS

- Students are required to inform school staff about any direct or indirect threat of violence or actual act of violence to themselves, others, or school property.
- Staff members are required to immediately inform the Principal or his/her designee of any direct or indirect threat of violence or actual act of violence to students, themselves, others, or property. The Principal or her/his designee decides whether or not to utilize the building's trained clinician(s) in an effort to de-escalate or defuse the situation.
- Parents and visitors are encouraged to tell school staff about any indirect or direct threats of violence or actual acts of violence towards students, themselves, others, or property.
- After considering the specificity/generality of the threat or severity of the violent act, the Principal or her/his designee will decide whether or not to immediately contact the Superintendent of Schools, Deputy, or Assistant Superintendent to advise them of the threat, get help to determine the level of threat, or report the violent act.

- The Principal or her/his designee will also decide whether or not to contact the SRO or other law enforcement personnel. Threats or actions placing students, staff, and others in imminent danger require an immediate LOCKDOWN protocol followed by a call to the police and the District Superintendent (if safe to do so). Violent offenses defined in the S.A.V.E. regulations will also require the involvement of the police.
- The principal, and/or her/his designee, then determines the appropriateness of directing the School Emergency Response Team to be activated.
- The School Emergency Response Team (SERT), consisting of trained staff and school personnel, may assist with an Evacuation, Lockout, Shelter-In-Place, Fire, or Early Dismissal and will follow the appropriate protocol (see appendices for further information). The Incident Command System (ICS) under the National Incident Management System (NIMS) should be followed as closely as possible to ensure good coordination between the building-level teams, district leadership, and responding agencies.
- If the threat of violence or danger is imminent, a Lockdown may be utilized. A Lockdown is time-sensitive and therefore may be requested by any school staff member based on the incident and the timely need for the Lockdown. During the Lockdown, all school staff, students, and visitors (including all SERT members) are required to Lockdown in the nearest lockable space and await further instruction.
- Procedures for contacting parents, guardians, and persons in parental relation to students in the event of a violent incident or early dismissal are outlined by each building. The use of the District's mass communication system is typically utilized.
- Aggressively dangerous and violent students should be physically restrained by qualified staff. Police should be called when necessary to assist school staff in managing the situation. Violent adults are to be reported to the building administrator immediately, and the police are called.
- The building administrator will investigate reported threats and acts of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct. Chronic offenders may require a behavior intervention plan, close monitoring, and police or other agency involvement.
- School administrators must keep records of serious threats and acts of violence and report them annually to the state.

SCHOOL CANCELLATION

- The Superintendent or his/her designee (IC – Incident Commander) will monitor any situation that may warrant a school cancellation and will make the determination to do so.
- Use of the District's mass communication system will be activated by the Director of Communications as directed by the Superintendent or designee.
- The Director of Communications will contact local media and post the information on the website and social media sites utilized by the District.

EARLY DISMISSAL

- The Superintendent or his/her designee (IC) will monitor any situation that may warrant an early dismissal and will make the determination to do so.
- Sullivan BOCES will work with its component districts to arrange transportation for students. The

participation of bus drivers and monitors will be vital to the success of any early dismissal.

- Use of the District's mass communication system will be activated by the Director of Communications as directed by the Superintendent or designee.
- The Director of Communications will contact local media and post the information on the website and social media sites utilized by the District.

EVACUATION

- The Superintendent or his/her designee will determine the level of the threat.
- Sullivan BOCES will work with its component districts to arrange transportation in the event of an Evacuation. The participation of bus drivers and monitors will be vital to the success of any building evacuation. The principals will arrange for student-parent reunification, according to the Reunification Plan.
- Principal(s) will evacuate all staff and students to pre-arranged evacuation sites as outlined in building plans. He/she will report to the superintendent or his/her designee any missing staff or students. All building administrators will remain at work until dismissed by the District Incident Commander.

SHELTERING SITES (INTERNAL AND EXTERNAL)

- The Superintendent or his/her designee (IC) will determine the level of the threat and communicate with the building principal(s) who are affected by the emergency.
- Principal(s) will move all staff and students to pre-arranged sheltering sites as outlined in building plans. He/she will report to the (IC) any missing staff or students. All building administrators will remain at work until dismissed by the District Commander.
- The Principals will make appropriate arrangements for human needs in the event of a long-term situation.

PARTICIPATING IN UNIFIED COMMAND UNDER ICS PRINCIPLES

ASSIGNMENT OF RESPONSIBILITIES

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

- All administrators and Building-level Emergency Response team members shall complete the incident command training level one.
- District-wide School Safety Team members shall complete incident command training level one and level two.

ICS POSITIONS

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

- **Incident Commander** – Responsible for the direction of the building response in a building-level emergency (Building Administrator/designee).

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

DISTRICT COMMAND POST (DCP):

Unless otherwise specified, the DCP will be located in the District Offices. If necessary, the command post may be moved to an alternate site, including non-district-owned buildings.

DISTRICT SUPPORT FOR BUILDINGS

When the District-Wide School Safety Team leader is notified that an emergency exists, he/she will activate the District Emergency Plan and follow the Incident Command guidelines.

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

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

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

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

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

District clinicians (or mental health professionals from outside agencies if they have been involved) will provide

ongoing, as-needed support to the Team members and will monitor post-traumatic stress symptoms in team members. As appropriate, team members may be provided with a referral to EAP and/or with information regarding private mental health providers in the area.

Principal(s) are expected to consult with the Superintendent or designee when composing letters to parents following any emergency. The Director of Communications will assist in sending mass communication messages to affected groups.

DISTRICT RESOURCES AVAILABLE IN AN EMERGENCY

The District-Wide School Safety Team is responsible for maintaining a list of resources to be made available to Emergency Response Teams and Post-Incident Response Teams in the event of an emergency.

DISASTER MENTAL HEALTH SERVICES

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

ADDITIONAL EMERGENCY NUMBERS:

Sullivan County Sheriff's Dept.	845-794-3872
New York State Police	845-292-6600
Poison Control	800-336-6997
Federal Bureau of Investigation	914-989-6000
US Environmental Protection	212-264-5175
Sullivan Co. Health Dept.	845-794-2045
NYSDEC Region 3	845-256-3000

APPENDIX 1- BUILDING-LEVEL EMERGENCY RESPONSE PLANS

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

Annex – PUBLIC HEALTH EMERGENCY CONTINUITY OF OPERATIONS

Purpose

This Public Health Emergency Annex exists as a continuation of the operations plan in the event that the Governor of the State of NY declares a public health emergency involving communicable disease. This document:

- Identifies the job titles and employees that are considered essential to BOCES operations
- Outlines the protocols the BOCES will follow to enable all non-essential employees to work remotely
- Dictates how work shifts will be staggered to reduce the in-person workforce
- Describes how PPE will be procured and distributed
- Dictates the protocols to follow if the disease is identified in the workplace
- Describes how work shifts and locations of essential employees and contractors will be documented
- Discusses the concept of local emergency housing for essential employees

Scope

This Annex encompasses the activities necessary to continue the operations of a school facility in the event that a public health emergency involving communicable disease is declared. In that event, the following steps and procedures will be enacted to protect students, staff, and the larger community. The BOCES recognizes that all plans are subject to change as conditions warrant. This Annex may be altered, changed, or amended as the need arises.

Identify Essential Employees

Title- positions and titles considered essential to perform on-site activities in the event of a declared public health emergency

Description- brief description of job functions

Justification- brief description of critical responsibilities that could not be provided remotely

Work shift- brief description of how shifts will be staggered to reduce density

Essential Employee Determination			
Title	**Description**	**Justification**	**Work Shift**
Director of Facilities	Manage facilities	Direct on-site activities	day
Maintenance supervisor day	Supervise maintenance and custodial personnel	Supervise facility maintenance activities	day
Maintenance supervisor night	Supervise maintenance and custodial personnel	Supervise facility maintenance activities	night
Maintenance worker	Facilities maintenance	On-site maintenance activities	day
Maintenance helper	Facilities maintenance	On-site maintenance activities	day/night
Cleaner	Custodial	On-site cleaning and sanitation activities	day/night
Health & Safety Coordinator	Safety, health, and risk management	Inspections and audits	day
Courier	Package and mail transportation	Pick-up and delivery of district mail	day
Food services	Conduct food service operations	Prepare and deliver student meals	day
Information Technology	Manage all IT systems and operations	Repair and maintenance of systems	day
Nurses	Student care	On-site student care	day
Designated Administrators	Manage/attend to critical issues	On campus, if the emergency warrants it	day/night
Designated BOCES Business Office & Central Business Office Staff	Payroll processing and check distribution - accounts payable (AP) check processing for necessary bills	On-site to print checks for both payroll and AP, and necessary mail distribution	day

Staff members designated to work on-site during the same shift may be assigned to physically distanced work areas. All other employees of the BOCES will be required to work remotely during any state-ordered reduction in the workforce. The following protocols will allow Sullivan BOCES to assist its employees who require additional technology or technological upgrades so that they may work remotely in the most efficient manner possible.

Technology & Connectivity of Staff and Students

Sullivan BOCES established protocols for its staff to work remotely, including disseminating laptops and Chromebooks as well as remote login credentials to connect to the BOCES network. The BOCES utilizes Google Classroom and is fortunate that both its student management and financial management systems (including banking) are web-based products that can easily be accessed remotely. In addition, the BOCES utilizes a web-based time and attendance tracking system, and its human resources recruitment and hiring system is online as well. Employees utilize cell phones, email, and their work phone voice-mail messages can be forwarded to their BOCES email account so communication systems are also in place. In fact, beyond the pandemic, the remote work environment has been utilized for snow days.

Cohorts & Staggering Shifts

Sullivan BOCES will, to the extent possible, stagger the scheduled work shifts of the essential employees and contractors in order to reduce overcrowding on public transportation and at work sites.

- Sullivan BOCES will schedule its essential workers in such a way as to attempt to control the spread of disease in the workplace.
- Sullivan BOCES will utilize alternating schedules, staggered work hours, and physically remote work sites as appropriate for employees deemed essential in an effort to mitigate virus transmission and maintain continuity of operation.
- While on-site, workers will not take breaks or lunch together as a group. The shift supervisor will determine break and lunch times for each employee to be different from those of the other employees.

Personal Protective Equipment (PPE)

Personal protective equipment (PPE) is necessary for some tasks performed by essential employees and contractors. Sullivan BOCES, in consultation with its Health & Safety Office, has determined which types of PPE are appropriate and necessary for staff and contractors, based on assigned tasks. Essential staff who are issued PPE will be trained on the appropriate use, care, and maintenance of their district-issued PPE.

Sullivan BOCES has a Respirator Program in place. N95 masks may be issued to those essential staff members whose job roles may lead them to be exposed to sick individuals or bodily fluid cleanups. The BOCES has already secured a supply of N95 masks. Any BOCES employee who is to be issued an N95 mask will first be medically cleared, fit-tested, and trained on its appropriate use and care.

Sullivan BOCES recognizes that the following job titles will require varying amounts and types of PPE:

- **Cleaners** – Cleaners will require access to safety goggles, cloth and/or paper facemasks, face shields, vinyl/nitrile gloves, isolation gowns, and shoe covers as needed during the course of each shift. They may also require access to N95 masks, based on assigned tasks.
- **Nurses** – Nurses will have access to safety goggles, cloth and/or paper facemasks, face shields, vinyl/ nitrile gloves, isolation gowns, shoe covers, and N95 masks as needed during the course of each shift.
- **Maintenance Workers** – Maintenance workers will need access to safety goggles, cloth and/or paper facemasks, face shields, vinyl/nitrile gloves, isolation gowns, and shoe covers as needed during the course of each shift. They may also require access to N95 masks, based on assigned tasks.

- **Health & Safety Personnel** – Health and Safety personnel will have access to safety goggles, cloth and/or paper facemasks, face shields, vinyl/nitrile gloves, isolation gowns, and shoe covers as needed during the course of each shift. They may also require access to N95 masks based on specific tasks.

- **Administration and CBO Staff** – Essential members of the BOCES Administration and Central Business Office will have access to cloth and/or paper facemasks and vinyl/nitrile gloves as needed.

The Sullivan BOCES has on hand enough of the PPE identified above to furnish its essential employees with at least 2 pieces of each type of PPE, for each work shift, over a period of 6 months. There are two types of PPE; disposable and reusable. The BOCES has taken into account that burn rates for disposable PPE are higher than those for reusable PPE, and will order and stock them accordingly. Additional PPE is sourced and acquired through state contract, the county health department, local vendors, or the Internet as needed.

Inventory of the existing stock of BOCES-owned PPE is conducted bi-weekly. Inventory totals are tallied and shared with the Administration via email. PPE inventory is stored in the locked office of the ~~Assistant~~ Health & Safety Coordinator. N95 masks are further secured in a locked cabinet. The Facilities Director, the Maintenance Manager, the Health & Safety Coordinator, and the Second Shift Manager all have keys to the inventory area and can access and distribute inventory to staff. Staff begin each shift with a full selection of necessary PPE, and can obtain more from their Supervisor as needed.

Response Actions

In the event that an employee or contractor is exposed to a known case of the illness, exhibits any symptoms of the illness, or tests positive for a communicable disease, the BOCES will enact the following protocols in an effort to prevent the spread or contraction of the illness in its facilities:

- Classroom staff members who become sick while at work are asked to notify their Administrator to arrange for class coverage, and then immediately leave the building by the nearest exit. All other staff members should immediately leave the building and notify their supervisor. Do not linger within the building and do not visit other staff members before departing. Schedule an appointment with your health care provider and follow NYSDOH Guidelines for when to return to work.
- If a student becomes ill during the course of the school day, staff members will call and alert the Nurse. Follow the Nurse's instructions regarding where to send the ill student. Ill students will be escorted by the Nurse or by staff to the Nurse's office or isolation room, as directed by the Nurse.
- Once the ill student is safely handed over to the Nurse, staff will call and notify their Administrator of the development, and ask to be relocated to a secondary room until such time as the primary room can be cleaned and disinfected.
- The administrator will assign the affected staff and students to a secondary room until the primary room can be cleaned and disinfected.
- An administrator will contact the BOCES Facilities/Maintenance to arrange for the area to be cleaned and disinfected following NYSDOH and CDC protocols.
- Once the students and staff are removed from the affected room, they should not re-enter the room for **ANY** reason until it has been verified by their Administrator that it has been cleaned and disinfected by BOCES Maintenance Staff. Take any necessary items with you when you leave.
- After being notified of the existence of a room or area in need of being cleaned and disinfected, BOCES Maintenance Staff will open the windows of the affected room to increase ventilation, per CDC guidelines.

- After this, the room will be closed off and locked for up to 24 hours before cleaning and disinfecting take place. In the event this scenario occurs on a Friday, the room may remain locked over the weekend. Again, NO ONE will be allowed entry, nor should they attempt to enter, for their own best interests.
- Once a sufficient amount of time has passed, per CDC and NYSDOH guidelines, BOCES Maintenance staff will don appropriate PPE and enter the room to clean and disinfect all affected areas.
- After the room has been properly cleaned and disinfected, the BOCES Facilities Director will call and notify the Administrator who initiated the process and inform them that the room is ready to be reoccupied.
- The administrator will arrange for the staff and students to reoccupy their primary room. No special waiting time is required **after** cleaning and disinfection, per CDC and NYSDOH guidelines.
- After staff and students reoccupy their primary room, as a precaution, the Administrator will make arrangements with Facilities to clean and disinfect the secondary room that was temporarily used by the transplanted staff and students.
- Administrator will document all relevant information related to the above actions… # of ill students/staff, the original area of illness, staff who performed the cleaning and disinfection, area remaining staff/students were relocated to, dates and times of everything, etc…

Record Keeping

The Sullivan BOCES will document the precise hours and work locations, including off-site visits, for all essential employees and contractors.

- BOCES staff will utilize their BOCES-issued ID cards to clock in and out of the WinCap Web Employee Management System. This system will record the time, date, and location of each employee punch. This procedure will be used any time an employee works a shift at their regularly assigned location.
- Use of the WinCap Web website from a BOCES-owned computer will be acceptable as well.
- Essential contractors will sign in and out of a Visitor/Contractor Logbook each time they enter and leave a BOCES facility. Contractors will be supervised to ensure they remain in their designated areas and follow infection control protocols. Visitor/Contractor logbooks are to be kept at the front entrance of each BOCES facility. Logbooks will be reviewed by the Facilities Director, Health & Safety Coordinator, and Building Administrator weekly.

Attention paid to proper record keeping will assist the County Health Department in their contact tracing efforts, and allow the BOCES to determine at a glance who may have been compromised by an exposure.

Emergency Housing for Essential Workers

It is generally recognized that emergency housing for essential workers is not required for school employees, as it may be for other employees of employers subject to New York Labor Law 27-c. In the event it does become necessary, the Sullivan BOCES will work within its locality to source and secure emergency housing for essential workers, in order to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.

Options for essential employee emergency housing include the following:

- Resorts World Catskills – (833) 586-9358
- Days Inn by Wyndham Liberty – (845) 747-0062
- Villa Roma Resort- 1-800-533-6767

Cardiac Emergency Response Plan (CERP)

Purpose

1. This document provides direction and detailed guidance for responding to a sudden cardiac arrest (SCA) through a Cardiac Emergency Response Plan (CERP). This plan outlines Cardiac Emergency Response Teams (CERTs), AED maintenance and locations, CERP protocol, and related staff training/certification. This document does not replace any district policies or local, state, or national regulations.
2. In the United States, it is estimated that annually, 356,000 adults experience out-of-hospital cardiac arrest, as well as 23,000 pediatric cardiac arrests. (Mozaffarian, D, 2015; Okubo, M et al, 2020). Although approximately 90% of those people will not survive the event, the likelihood of survival increases with prompt intervention. According to the American Heart Association, early intervention that includes CPR and restoration of normal heart rhythm with the use of an AED increases the chance of survival.

Developing a Cardiac Emergency Response Team (CERT)

1. The Sullivan BOCES Assistant Health & Safety Coordinator is the Cardiac Emergency Response Team Coordinator and oversees CPR-AED program activities, training, education, and evaluation.
2. All individuals on CERT should have current CPR/AED training from a nationally recognized organization.
3. RPEC Security will promptly call 9-1-1 and direct EMS to the location of the sudden cardiac arrest, should the event occur at RPEC. The Front Desk Greeter will perform this function at our Administrative Offices. Garnet Health Security will perform this function at our Garnet Health spaces. SUNY Sullivan Security will perform this function at our SUNY Sullivan spaces.

Best Practice Considerations:

1. The Cardiac Emergency Response Team will be comprised of at least 5 people.
    a. In recognition of periodic absences and overall staff turnover, a robust team of individuals trained to be part of the CERT is essential to ensure uninterrupted response activities.
2. CERT members should be able to step away from their tasks to assist when CERP is activated or have coverage for their classrooms.
3. A list of these individuals and their CPR certifications should be maintained on-site, in a readily accessible area.
4. Plan for ongoing coverage following an emergency response in case a subsequent event occurs.

Community and Workplace Considerations:

1. The CERT will consist of individuals who are most often at the facilities they are assigned to.
2. BOCES organizational leadership may be members of the CERT, or be trained in CPR and AED use.
3. If the building or location is shared, include shared use partners, such as Garnet Health or SUNY Sullivan.

Automated External Defibrillators (AEDs) – Placement, Installation, and Maintenance

1. The placement and location of AED units owned and operated by Sullivan BOCES are as follows:
    - RPEC Main Bld
    - CTE Office
    - Special Ed Office
    - A Wing @ Main Entry
    - C Wing @ Breakroom
    - E Wing @ Nurse

- F Bld @ Front door
- G Bld @ Hallway
- H Bld @ Main Entry
- Admin Offices @ Greeter Desk
- SUNY Sullivan – Hallway at Computer Lab
  Hallway at Public Safety
- Garnet Health - none owned by Sullivan BOCES

2. The Sullivan BOCES has no athletic teams, no athletic fields, and no sports coaches. However, we do regularly use the nature trail and sometimes hold field trips. The number of AED units, either stationary or in the possession of trained BOCES staff, shall be sufficient to enable the delivery or an AED to any location outside of the building, ideally within 3 minutes of the report of a cardiac event. The AED should be clearly marked in a backpack or hard case.
3. The AED units owned by Sullivan BOCES will be regularly checked and maintained in accordance with the AED's operating manual. The BOCES will maintain a log of maintenance activity.
4. The CERT coordinator will initiate a process for verifying and tracking equipment readiness and maintenance.
5. Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carrying case. The kit shall contain latex-free gloves, a razor, scissors, a towel, antiseptic wipes, a CPR barrier mask, and the unit should be equipped with an extra set of defibrillator pads. Additional medical equipment may be stored with the AED, such as naloxone and epinephrine autoinjectors.
6. AEDs should not be locked in an office. They should be stored in a location that is always easily and quickly accessible.
7. AEDs shall be accessible for responding to a cardiac emergency during day and night activities, in accordance with this CERP.
8. Each AED should have at least one set of pads with the device.
9. Signage: All AEDs should have clear AED signage to be easily identified. These should be visible from the normal path of travel. A projecting universal AED sign shall be installed above the cabinet or bracket/wall rack, clearly marking the location of the AED.
10. AED locations will be listed in the CERP Protocol with Building Location Information, AED locations, and Maps.

Communication of the CERP Protocol

1. The CERP Protocol should be posted broadly in places such as (but not limited to):
   a. In each classroom, restroom, health room, break room, and in all offices or other occupied spaces.
   b. Adjacent to each AED
   c. Adjacent to each public telephone
   d. In the gym, and in all other indoor locations where athletic activities take place
   e. At other strategic locations, including outdoor physical education and athletic venues and facilities
   f. Attached to all portable AEDs
2. The CERP Protocol should be distributed to:
   a. All staff and administrators at the start of each year, with updates distributed as made.
   b. All staff should be educated on the CERP Protocol in their school yearly

c. All staff should be educated on recognizing the signs of a cardiac emergency that is or may become an SCA, how to activate a response, the location of AEDs, and ideally have an introduction to at least hands-only CPR and AED use.
d. New staff members should receive the CERP Protocol in their orientation materials.

Training in Cardiopulmonary Resuscitation (CPR) and AED Use

1. Staff training
   a. The CERT team and a sufficient number of additional staff should be trained in CPR (cardiopulmonary resuscitation) and in the use of an AED. Training shall be renewed at least every two years.
   b. The BOCES should designate the person responsible for coordinating staff training and the medical contact for AEDs, if available.
   c. Training may be traditional classroom, online, or blended instruction, but should include cognitive learning, hands-on practice, and testing.
   d. All staff and appropriate volunteers, regardless of whether they are a CERT member, should receive annual training on SCA and understand how to recognize a cardiac arrest, how to initiate the response team, and where the AEDs in the building are located.
2. Student Training
   a. Students must also receive aga appropriate training on CPR and AED use. This training will be provided in class as part of the regular class curriculum.

Local Emergency Medical Services (EMS) Integration with the BOCES Plan

1. Provide a copy of this cardiac emergency response plan to local emergency response and dispatch agencies, which may include local police and fire departments and local EMS.
2. The development and implementation of the CERP shall be coordinated with the local EMS Agency, organizational safety officials, on-site first responders, administrators, organizational leadership, school nurses, and other members of the school or community medical team.
3. Work with local emergency response agencies to coordinate this Plan with the local emergency response system and to inform the local emergency response system of the number and location of our on-site AEDs.

Conduct Practice Drills

1. Cardiac Emergency Response Drills are an essential component of the Plan. The BOCES should perform at least one successful drill each year, with the participation of staff, safety officials, and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the drill in 5 minutes or less.

Annual Review and Evaluation of the Plan

1. The BOCES will conduct an annual internal review of the CERP. The annual review will focus on ways to improve the response process, including:
   a. A post-event review following an event. This includes a review of the existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function. There should be a designated person responsible for establishing the documentation process.
2. Post-event documentation and action shall include the following:
   a. A contact list of individuals to be notified in case of a cardiac emergency.
   b. Determine the procedures for the release of information regarding cardiac emergencies.

c. Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
d. The identification of the person who responded to the emergency
e. The outcome of the cardiac emergency.
f. An evaluation of whether the CERP and CERP Protocol were sufficient to enable an appropriate response to the cardiac emergency. Improvements to the plan are to be made if found insufficient.
g. An evaluation of the debriefing process for responders and post-event support.
h. A review of the documentation for all cardiac emergency response drills performed during the year. A pre-established drill report form will be used.
i. A determination, at least annually, as to whether additions, changes, or modifications to the Plan are needed.
j. After an actual emergency event occurs, we may need assistance in downloading and storing information from the AED to aid in the patient's continued medical care.
k. If the AED is taken with the patient, or is removed from its cabinet, the BOCES will install a sign in its cabinet indicating where the next closest AED unit is located, until such time as the original AED is returned.

Activation of the Cardiac Emergency Response Team During an Identified Cardiac Emergency

1. Activate the Cardiac Emergency Response Team immediately when a cardiac emergency is suspected.
2. The Protocol for responding to a cardiac emergency should be posted and readily accessible to everyone.

References

Mozaffarian, D., Benjamin, E. J., Go, A. S., Arnett, D. K., Blaha, M. J., Cushman, M., ... & Turner, M. B. (2015). Heart disease and stroke statistics—2015 update: a report from the American Heart Association. *circulation*, *131*(4), e29-e322.

Okubo, M., Chan, H. K., Callaway, C. W., Mann, N. C., & Wang, H. E. (2020). Characteristics of pediatric out-of-hospital cardiac arrest in the United States. *Resuscitation*, *153*, 227-233.

Cardiac Emergency Response Plan (CERP) Protocol

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk events. One should also identify the closest appropriate medical facility that is equipped with advanced cardiac care. (Westchester Medical Center)

Follow these steps in responding to a suspected cardiac emergency:

1. Recognize the following signs of sudden cardiac arrest and act quickly in the event of one or more of the following:
   a. The person is not moving, unresponsive, or unconscious.
   b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all)
   c. The person may appear to be having a seizure or is experiencing convulsive-like activity. Cardiac arrest victims commonly appear to be having convulsions. If the person is having a seizure without a sudden cardiac arrest, an AED will not deliver a shock.
   d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

2. Facilitate immediate access to professional medical help:
   a. Call 911 as soon as you suspect a sudden cardiac arrest. Provide the facility address, cross streets, and the patient's condition. Remain on the phone with 911. Give the exact location and provide the recommended route for ambulances to enter and exit, and escort emergency responders to the victim.
   b. Immediately contact the members of the Cardiac Emergency Response Team using your facility's designated communication system.
   c. If you are a CERT member, proceed immediately to the scene of the cardiac arrest.

3. Start CPR as soon as possible. The first person who can start CPR should begin immediately, and if additional bystanders are available, other tasks can be delegated.
   a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene.
   b. Press hard and fast in the center of the chest, at 100-120 compressions per minute. Use two hands: The heel of one hand and the other hand on top, pushing to a depth of at least 2 inches. Follow the 911 operator's instructions, if provided.
   c. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

4. AED Access. The person who can retrieve the AED the fastest (ideally while en route to the scene) should get it to the site and leave the AED cabinet door open as a signal that the AED was removed.

5. Additional communication measures

a. Give the exact location of the emergency (classroom number, office or room number, gym, nature trail, etc.) Be sure to inform EMS as to which door to enter.
b. Assign someone to go to that door to wait for and flag down the EMS responders and escort them to the exact location of the patient.

6. Use the nearest AED.
   a. When the AED is brought to the patient's side, press the power button to turn the unit on, and attach the pads to the patient as shown in the diagram on the pads. Then, follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and be aware of whether you will need to press the shock button or if it will deliver automatically. Note: The AED will only deliver shocks if it needs to; if no shock is needed, no shock will be delivered.
   b. Minimize interruptions of compressions when placing AED pads on the patient's bare chest.
   c. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate people doing compressions to avoid fatigue.
   d. Do not remove AED pads even if the patient regains consciousness – the pads should be left in place until a handoff to EMS occurs. This precaution is necessary in case the patient has a relapse.
   e. If the AED is used, be sure to have a plan to download the data, store the data, and deliver it to the patient's cardiology care team.

7. Transition care to EMS.
   a. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.
   b. Team focus should now be on assisting EMS safely out of the building/parking lot.
   c. Provide EMS a copy of the patient's emergency information sheet, if possible.

8. Actions to be taken by the BOCES Office/Administrative Staff
   a. Confirm the exact location and the condition of the patient.
   b. Activate the Cardiac Emergency Response Team and give the exact location.
   c. Confirm that the Cardiac Emergency Response Team has responded.
   d. Confirm that 911 was called. If it was not, then call 911 immediately.
   e. Assign a staff member to direct EMS to the scene.
   f. Perform crowd control – directing others away from the scene.
   g. Notify other staff: school nurse, athletic trainer, athletic director, safety director, etc.
   h. Plan for ongoing coverage following an emergency response in case a subsequent event occurs.
   i. Consider having everyone hold in place to facilitate CPR and the EMS functions.
   j. Designate people to cover the duties of the CERT team members.
   k. Copy the patient's emergency information for EMS, if possible.
   l. Notify the patient's emergency contact
   m. Notify faculty and students, staff, employees, and attendees when to return to the normal schedule.
   n. Contact organization leadership, human resources, and/or other facility management.

9. Debrief

a. Discuss the outcome of the cardiac emergency. This shall include a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available.
b. An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. Include recommendations for improvements to the plan and its implementation, as needed.
c. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services, including crisis counselors.

Elopement Procedures and Protocols

Purpose
To establish proactive, school-wide protocols and procedures to prevent, address, and respond to student elopement.

Definition of Elopement
Elopement refers to any instance in which a student leaves a designated area—either inside or outside the building—without permission or notification, placing themselves at potential risk of harm.

Prevention and Intervention Procedures

1. **Identification and Assessment**
    - For students with disabilities, Committees on Special Education (CSE), with input from teachers and parents, must determine whether a student exhibits behaviors that impede learning, including tendencies to wander or elope.
    - If elopement is identified as a concern, a Functional Behavioral Assessment (FBA) must be conducted following prior written notice from the CSE and parental consent.

2. **Behavioral Support Planning**
    - Following the FBA, an individualized Behavior Intervention Plan (BIP) must be developed, incorporating vigilant supervision and aligned with school-wide safety procedures.
    - Students with significant eloping or bolting behaviors may require 1:1 support from a teacher aide.

School-Wide Protocols and Response Procedures

To ensure consistent and effective management of elopement incidents—particularly for students with cognitive impairments—the following protocols apply:

1. **Shared Responsibility**
    - All staff members are responsible for preventing and intervening when a student is at risk of elopement.
2. **Continuous Supervision**
    - A student should never be left unsupervised. If elopement occurs, staff must follow and maintain visual contact to ensure safety.
3. **IEP Documentation**

- Case Managers must document elopement or wandering behaviors in students' IEPs. Amendments should be made promptly if behaviors are identified prior to a CSE meeting.

4. **Staff Awareness**
   - Building administrators, teachers, behavior therapists, security personnel, and any other relevant staff must be informed of the student's known elopement risks.

5. **Immediate Reporting**
   - When a student elopes, staff must immediately notify building administration, security, and behavior therapists via walkie-talkie or other designated communication methods.
6. **Search Protocols**
   - If a student's location is unknown, pre-assigned staff will conduct interior and exterior searches of the building and grounds.
7. **Law Enforcement Notification**
   - Administration and the School Resource Officer (SRO) must be notified immediately when a student leaves the building, even if a staff member is following them.
8. **Emergency Response**
   - If the student's whereabouts remain unknown, 911 must be called without delay.
9. **Parent Notification**
   - Parents/guardians must be contacted immediately if the student cannot be located. If the student remains in view and under supervision, notification may occur after the incident is resolved.
10. **District Notification**
    - The Director of Special Education and/or Superintendent must be informed when a student's whereabouts are unknown during an elopement incident.
11. **Emergency Reference Materials**
    - School administrators must maintain accessible maps of building interiors, campus grounds, and surrounding roadways for law enforcement use.
12. **Post-Incident Communication**
    - Once the student is safely returned, appropriate notifications will be made to staff, law enforcement, and parents/guardians.
13. **Staff Training**
    - All staff will receive training on elopement prevention, recognition, and response strategies. Training will include effective communication protocols and ensuring that students carry basic identification (e.g., name, emergency contact, relevant medical information). Regular refresher sessions will be conducted.

Before & After School Events

The Sullivan BOCES has no athletic teams, no athletic fields or facilities, and typically holds no extra-curricular events beyond the normal school times of 8 am-2:30 pm. From time to time, a field trip may leave early or return late, but that is usually the extent of our before- and after-school activities. In accordance with safety planning recommendations from the NYSED, we are including this Before & After School Events Annex.

In the event that the Sullivan BOCES holds a before or after school event, we will establish and utilize the following protocols:

- Before and after school staff will be included on the necessary safety teams. Representation will be added to both the District and Building level teams.

    1. The BOCES will identify and train staff representatives, when practicable, from before and after school activities to serve as ERT members
    2. Ensure that team members are aware of their assigned roles, location of emergency supplies, and the chain of command.
    3. Maintain rosters of trained individuals and update them seasonally or when staffing changes.
    4. Include before and after school safety team members in annual reviews of the BLP.
    5. Conduct short tabletop exercises to simulate relevant scenarios

- Communicate ICS roles to before and after school staff
    - Identifying clear chains of command, role-based responsibilities, and communication plans and providing this vital information to key staff in before and after school programs and activities will improve coordination, prevent duplication of effort, and align before and after school programs and activities with the school's overall emergency plan and procedures.

- Align before and after school safety with ERP Annexes and site-specific contingencies
    - Functional annexes included in each school's BLP describe the procedures staff and students will follow in an emergency (lockdown, evacuation, hold in place, etc.). In addition, ERP's must include annexes that address the specific threats and hazards most relevant to that site, such as a fire, flood, or medical emergency. Functional annexes and threat/hazard specific annexes developed as part of an ERP should ensure that before and after school hours and indoor and outdoor activities are included. To the extent that is practicable, emergency procedures for before and after school times should be consistent with the procedures for the regular school day.

- Develop and communicate security and visitor policies and procedures
    - Establish a single point of entry to the building and install signage clearly designating the main entrance and directing visitors to that entrance.
    - Implement a locked door policy relevant to activities before and after school
    - Establish visitor sign-in and out procedures when practicable
    - For indoor events that include visitors, restrict building access to only the area of the building where the event is occurring.
    - Install signage in indoor and outdoor public areas to assist students, staff and visitors with wayfinding, identification of Exits, communicating visitor policies, and emergency procedures.
    - Install security cameras and security screening devices as needed.

- Establish internal and external communication protocols for employees
    - For events or programs that take place before or after school, Sullivan BOCES will ensure procedures are in place for emergency notification to staff as well as emergency notification to parents and/or guardians.
    - In the unlikely event of an interscholastic sports event held on Sullivan BOCES property, PE instructors will proactively establish emergency notification procedures with the participating districts. In an emergency, the hosting team will notify the visiting team personnel. The visiting team will be responsible for communicating emergency notifications to their own athletes and families.
    - For events and programs which take place on Sullivan BOCES property, and are run by community-based organizations or outside groups, BOCES officials will ensure that a procedure is established to notify the activity organizer of any emergencies, and for the CBO personnel to contact BOCES administration as needed. The activity organizer will be responsible for establishing procedures to notify their own staff, participants, and parents/guardians, as applicable.

- Conduct Staff Training and Drills
    1) Before and after school events may include personnel who are not present during the school day on a regular basis. Such personnel may have limited familiarity with school procedures, buildings, grounds, or district staff. Before and after school personnel should be trained annually, by 9/15, on the following topics:
        - Emergency response plan procedures
        - ICS roles
        - District and building policies and procedures
        - Violence prevention
        - Mental Health

- Plan for event-specific safety
    - Athletic Events
        1) Advanced assessment of the area for physical security, considering lighting, camera angles, access to other parts of the school, parking lots, locker rooms, points of egress, and electronic equipment reliability.
        2) Sufficient numbers of school staff present to manage and supervise the event
        3) Identification of emergency shelters as needed for outdoor events
        4) Adverse weather plans for outdoor events
        5) Coordination with local EMS in advance of the event
        6) Entry and re-entry procedures
        7) Accessibility for all
        8) Create a detailed plan for parking, traffic flow, lot staffing, and related issues.
        9) Adequate signage for parking, exits, first aid station, and other essential info
        10) Have additional security or law enforcement on hand as needed
        11) Plan for ensuring fire access lanes remain open at all times
        12) Post signs for prohibited items
        13) Limit access to only what is needed

- CBO programs/activities at school
    1) Provide information to CBO staff explaining the school's emergency procedures. Provide printed information to staff, contact information for school personnel, and maps of Exits
    2) Assign an on-site BOCES contact person for each event
    3) Utilize a sign in/sign out process at the entrance, and limit access to only the applicable areas of the building.
    4) Provide CBO staff with the locations of AED's, fire alarms, and fire extinguishers, as well as entry points, parking areas, and restroom locations.
    5) Identify emergency shelters for outdoor events, and ensure they are accessible to all

Sullivan BOCES Maximum Temperature Policy

The District is responsible for addressing the health, safety, and comfort of students and staff on extreme heat condition days.

For purposes of this policy, the following definitions apply:

A. Extreme heat condition days mean days when occupiable educational and support services spaces are 82 degrees Fahrenheit or higher.
B. Room temperature means the temperature measured at a shaded location, three feet above the floor, near the center of the room.
C. Support services spaces do not include kitchen areas used in the preparation of food for consumption by students.

Implementation Plan: When the Temperature Reaches Eighty-Two Degrees Fahrenheit

The District is required to take action to relieve heat-related discomfort when the temperatures in occupiable educational and support services spaces reach 82 degrees Fahrenheit. These actions may include, but are not limited to:

A. Turning off the overhead lights;
B. Pulling down shades or blinds;
C. Turning on fans;
D. Opening classroom doors and windows to increase circulation, if permitted;
E. Turning off unused electronics that produce heat; and
F. Providing water breaks.

Air conditioners, where available, may also be used to keep room temperatures from reaching 82 degrees Fahrenheit. The District may take the actions above earlier in the day or before school starts in an effort to keep the room temperature below 82 degrees Fahrenheit. This does not prohibit using air conditioning in response to a student's Individualized Education Plan, Section 504 Plan, or in response to a documented student medical need.

Implementation Plan When the Temperature Reaches Eighty-Eight Degrees Fahrenheit

The District will remove students and staff from educational and support services spaces when the room temperature reaches 88 degrees Fahrenheit, where practicable. The Superintendent or designee may direct building principals to evacuate the space by:

a. Moving students and staff to cooler spaces within the school building(s); or
b. Closing school early and sending students and staff home according to the District's emergency school closing policy and/or procedure, which includes communicating with parents and persons in parental relation.

The Board will consider the anticipated number of extreme heat condition days when adopting or adjusting the District's school calendar. The District will also be mindful of collective bargaining agreements.

MODIFICATION AGREEMENT
BETWEEN
THE COUNTY OF Sullivan County
AND
SULLIVAN COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES
(BOCES)

This modification agreement is made effective as of September 1, 2025 by and between the County of Sullivan, a municipal corporation, located at 100 North Street, Monticello, New York 12701 (the "County") through the Sullivan County Sheriff's Office (the "Sheriff") and the Sullivan County Board of Cooperative Educational Services, a public-school district with an address of 6 Wierk Avenue, Liberty, New York 12754 ("BOCES").

1. In accordance with Resolution No. 548-24, adopted by the Sullivan County Legislature on October 30, 2024, the parties hereby agree that one School Resource Officer will be provided for the 2025-2026 school year.

2. The parties hereby agree to extend the Original Agreement through June 30, 2026.

3. All other terms and conditions of the Original Agreement shall remain the same.

4. This agreement is authorized by Resolution Number 548-24.

Robert M. Dufour, Ed D
District Superintendent

12/4/25
Date

Michael A. Schiff
Sullivan County Sheriff

12/11/25
Date

APPROVED AS TO FORM

County Attorney **Date** 1/14/26

COUNTY OF SULLIVAN

Joshua A. Potosek
Sullivan County Manager Date 1/12/2026