

Florida Union Free School District



District-wide SCHOOL SAFETY PLAN ***DRAFT***

Revised for 2024-25



ENGAGE *Minds*
EMPOWER *Futures*
EXCEL *Together*

Forward

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

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

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

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

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

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

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

Actions and best practices outlined in the Threat / Hazard Annexes section, detail what to do in the event of various emergencies. It is important to identify appropriate staff to fill specific roles related to incident command and appropriate response teams and also provide training in roles and responsibilities.

Summary of Laws

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

- 155.17 (b) Development of school safety plans. Every board of education of a school district, every board of cooperative educational services and county vocational education and extension board and the chancellor of the City School District of the City of New York shall adopt by July 1, 2001 and shall update by July 1st of each succeeding year, a district wide school safety plan and building level school safety plans regarding crisis intervention and emergency response and management.
- 155.17 (e)(2) School Emergency Response Plan. A school emergency response plan shall be developed by the building- level school safety team and shall include the following elements:
 - 155.17 (e)(2)(i) Policies and Procedures for Safe Evacuation
 - 155.17 (e)(2)(ii) Designation of Response Teams
 - 155.17 (e)(2)(iii) Procedures for Emergency Responder Access to Building Plans and Road Maps
 - 155.17 (e)(2)(iv) Communication in Emergencies
 - 155.17 (e)(2)(v) Definition of the chain of Chain of Command Consistent with NIMS/ICS
 - 155.17 (e)(2)(vi) Coordinated Plan for Disaster Mental Health Services
 - 155.17 (e)(2)(vii) Procedures for Annual Review
 - 155.17 (e)(2)(vii) Procedures for the Conduct of Drills
 - 155.17 (e)(2)(viii) Procedures for Restricting Access to Crime Scenes
- 155.17 (e)(3) A Copy of each building level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.
- 155.17 (j) Drills. Each school district and board of cooperative educational services shall, at least once every school year and where possible in cooperation with local county emergency preparedness officials, conduct one test of its emergency plan or its emergency response procedures under each of its building level school safety plans, including sheltering or early dismissal.

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INTRODUCTION

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 the district with local and county resources in the event of such incidents or emergencies. The Florida UFSD District-wide Safety Plan is responsive to the needs of all schools within the district and is consistent with the more detailed Emergency Management Operations Plan required at the school building level. School districts are at risk of a wide variety of acts of violence, natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. 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 school district and its schools.

The Safety Plans were developed by the District-Wide School Safety Team and Building-Level School Safety Team based on previous plans and also from documents created by the Federal Emergency Management Agency (FEMA), utilizing components from FEMA E362, the Multi Hazard Safety Program for Schools, as well as the documents from the FBI Bomb Department.

Section I: General Considerations and Planning Guidelines

A. Purpose

The District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Florida UFSD Board of Education, the Superintendent of School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

While schools can act to minimize the risk of violence, we can rarely, if ever, predict when it will happen because of the numerous variables involved. We can only analyze the risk and perform a threat assessment. The purpose of the threat assessment is to identify and understand risk factors, often seen in the form of recurring and escalating behaviors and not try to match a student to a predetermined "profile".

The school district supports the S.A.V.E. Legislation and intends to facilitate the planning process. The Executive Office encourages and advocates on-going District-wide cooperation and support of Project S.A.V.E.

B. Identification of School Teams

The Florida Union Free School District (UFSD) has appointed a District-wide School Safety Team consisting of, but not limited to:

- Superintendent
- Director of Instructional Services
- Business Office Manager/Supervisor of Bus Drivers and Monitors

- School Principals
- Assistant Principal
- Director of Facilities
- Supervisor of Pupil Services
- School Psychologist
- Counselors
- Social Worker
- Technical Staff
- Board of Education Designee
- Teachers' Union Representative
- Support Staff Representative
- *Students
- Local Florida UFSD Representative
- PTA/PTSA Representative
- Fire Chief
- Local Police Chief
- Orange County Sheriff's Office
- New York State Police

*At the discretion of the board of education, a student may be allowed to participate on the District-wide Safety Team, provided however, that no portion of a confidential building level emergency response plan be shared with such student nor shall such student be present when details of a confidential building-level emergency response plan or confidential portions of a District-wide safety plan be discussed. The District-wide School Safety Team will meet quarterly or as needed and will conduct annual reviews of the District-wide Safety Plan.

Districtwide School Safety Team

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

Name	Representation	Name	Representation
Lori Gorcsos	Board of Education	Julianne Potter	MS/HS School Counselor
Dr. Lisamarie Spindler	Superintendent	Donald Lewis	HS Teacher/FTA President
Christopher Slesinski	School Business Manager/Supervisor of School Bus Drivers and Monitors	TBA	School Nurse
Robert Grassi	Director of Facilities	Andrea Simulcik	Parent/PTA/Support Staff
Jeanne Marie Pavlik	Supervisor of Pupil Personnel	Duane Lopez	Orange-Ulster BOCES Safety Coordinator
Dana Castine	Director of Instructional Services	Sheriff Paul Arteta, Sergeant Diana Miller	Orange County Sheriff's Office Representation
Starla Ciarelli	Elementary School Principal	Anca Watt	New York State Police
Bianca Mendola	Elementary School Counselor	Chief James Coleman	Village of Florida PD
Michael Maesano	MS/HS Principal	Chief John Rader	Town of Warwick PD
Amanda Collins	MS/HS Asst. Principal/CIO	Chief William Babcock	Village of Florida Fire Department
Christine Bermudez	Psychologist		

The District Chief Emergency Officer is Dr. Lisamarie Spindler and was appointed on:

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

District Chief Emergency Officer

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

1. Coordination of the communication between school staff, law enforcement and other first responders.
2. Lead the efforts of the District-Wide School Safety team in the completion and yearly update of the district wide school safety plan and coordination of the district wide plan with the building level emergency response plans.
3. Ensure staff understanding of the district wide school safety plan.
4. Ensure completion and yearly update of the building level emergency response plans for each school building.
5. Assist in the selection of security related technology and development of procedures for the use of such technology.
6. Coordinate appropriate safety, security and emergency training for district and school staff including required training in the emergency response plan.
7. Ensure the conduct of required evacuation and lock-down drill in all district buildings as required by Education Law section 807.
8. Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.
9. Ensure the required evacuation and lock-down drills are conducted in a trauma-informed, and developmentally and age-appropriate manner that does not include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by Education Law section 807.

Name	Title	Contact	Email
Dr. Lisamarie Spindler	Superintendent	845-651-3095 x40010	lspindler@floridaufsd.org

The District Chief Emergency Officer is Dr. Lisamarie Spindler and was appointed on:

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

C. Concept of Operations

Emergencies in schools are defined as undesirable events that occur and have the potential to cause injury or illness to members of our school community or disrupt the orderly educational process. They range from acts of bullying or harassment to catastrophic natural or man-made events. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (S.A.V.E.) law. Project S.A.V.E. is a comprehensive planning effort that addresses prevention, response and recovery with respect to a variety of emergencies in schools. Florida UFSD supports the S.A.V.E. legislation. As such, the Superintendent, Board of Education and the entire district staff encourages and advocates on-going District-wide cooperation of Project S.A.V.E.

Emergency management is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for an emergency situation or disaster before it occurs as well as supporting and rebuilding from the emergency after natural or human-made disasters have occurred.

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

Districts are required to develop District-wide School Safety and Building Level Emergency Plans designed to prevent and effectively manage such events to minimize the effects of serious incidents and emergencies. These plans also facilitate the coordination of the district with local and county plans and resources when incidents and emergencies occur.

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

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

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

1. Florida UFSD Threat Assessment Team would be called in to assess the credibility of any and all threats. Assessment would include the severity of the threat and the appropriate response needed. The Threat Assessment Team is comprised of school administrators and representatives from local law enforcement and when necessary additional resources may be called from the NYS Police and the Mid-Hudson office of the FBI. Mental Health Professionals, Technical Staff and Crisis Intervention are also individuals among the group.
2. Depending upon the nature of threats, Florida UFSD will use its discretion in the handling of the situation. At times many threats are assessed and a determination is made that the district can handle the response internally. However, at no point will Florida UFSD hesitate to involve outside law enforcement agencies to assist in the investigation and response of threats. The range of situations may include bomb threats, threats against children by parents / guardians in custody battles, personal vendettas between students or gangs, threats against teachers or staff

involved in domestic conflict, threats of retaliation, efforts to intimidate and any other type of alarming behavior that involves members of the school community or its property.

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

The District-wide School Safety Plan is directly linked to the individual Building-Level Emergency Management Operations Plan for each of the school buildings. Protocols reflected in the District-wide School Safety Plan will guide the development and implementation of the individual Building-Level Emergency Management Operations Plan.

The District-wide Plan was developed through extensive analysis of the local environment, emergency potential and available resources. Through training and workshops that included school staff, administration and local emergency services, the plan has been developed to address the specific needs of the Florida UFSD and the community.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the school's Building Principal or Designee/Emergency Response Team. Depending on the emergency the Building Principal is responsible for notifying the Director of Instructional Services and the Superintendent of Schools of any necessary building level plan activation. This notification shall be accomplished through the use of telephone or the district's radio network.

Upon activation of the building level emergency response team, the Superintendent or designee shall be notified and, where appropriate, additional local/county/state emergency officials shall be engaged.

County and state resources supplement the school district's emergency action planning in a number of ways:

- State and local law enforcement provide building reviews and staff training
- Local law enforcement and emergency services participate in planning and training exercises and develop strategies for managing building-level emergencies, e.g. a protocol has been developed for using emergency services vehicles to block roadways approaching district buildings for accident/incident scene management
- A protocol exists for the school district to use certain municipal buildings for sheltering during times of emergencies
- A protocol exists for the use of county mental health resources during post-incident response to include the Orange County CISM Team.

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Plan Review and Public Comment

Districtwide School Safety Plan

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

1. The District-Wide School Team was appointed by the Board of Education on: (date) _____ CR 155.17(b) (14)
2. The District-Wide Safety Plan was made available for public comment at least thirty days prior to its adoption by the Board of Education. The 30-day public comment began on: July 25, 2024 and ended on August 23, 2024 CR 155.17(c)(3)
3. At least one public hearing that provided for the participation of school personnel, parents and any other interested parties, was held prior to adoption of the plan. Date of Public Hearing on: August 29, 2024 CR 155.17(c)(3)
4. The District-Wide Safety Plan was posted on the district website. The URL must be submitted to the Education Department with the requirement that the plan be submitted to the commissioner within 30 days from adoption.
5. Date District-Wide Emergency Plan was posted on the District Website: _____, 2024.

URL for the District-Wide School Safety Plan: <https://www.floridaufsd.org/about-us/district-notice/district-wide-school-safety-plan/>

Section II: RISK REDUCTION / PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies and Program Initiatives

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

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

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

Note: Risk Reduction/Prevention and Intervention are activities that are taken prior to an emergency or disaster to eliminate the possibility of the occurrence, or reduce the impact of such an emergency, if it does occur.

Program Initiatives

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

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

- Develop a climate that encourages open communication between students and adults. It should maximize the options by which students can transmit their concerns about violence to school personnel, foster an environment of trust and be sensitive to their fears of retaliation.

Student Rules (Code of Conduct)

The Florida UFSD has revised the student Code of Conduct, which was approved by the Board of Education on July 7, 2014. This document clearly defines the long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. This Code of Conduct identifies possible consequences of unacceptable conduct and ensures that discipline, when necessary, is administered promptly and fairly.

Anti-bullying Programs/Anti-Gang Programs

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

1. A clear definition of what is considered bullying. Input and involvement from the school community (students, staff, parents, teachers, volunteers and law enforcement) is utilized to clearly communicate the definition to students, teachers, parents and staff. The definition includes all forms such as physical, verbal and psychological aspects of bullying.
2. Florida UFSD has established specific rules prohibiting bullying. Consequences for bullying activities are part of a comprehensive school code of conduct.
3. Florida UFSD investigates all claims of bullying and their motifs thereof.
4. Florida UFSD has established mechanisms by which incidents of bullying can be reported and recorded immediately after they occur.
5. Florida UFSD that all reporting and evaluation is completed in adherence to all privacy laws. Care is taken to:
 - a. Protect witnesses and victims from retaliation
 - b. Meet applicable standards for confidentiality
 - c. Ensure that personnel involved with victims and bullies have the information they need to effectively work with them
 - d. Protect the accused from false allegations
6. Florida UFSD notifies parents/guardians of both victims and perpetrators whenever a report of bullying is formally filed. Procedures have been developed to determine if an onsite mediation conference is necessary.
7. Florida UFSD continually monitors the number of reported incidents of bullying.
8. Florida UFSD Regular conducts surveys assessing the prevalence, location and kind of bullying activities that are occurring. Information is reviewed from students, parents and staff. Effort is taken to address activities that occur not only in school but also on the way to and from school.
9. When applicable, Florida UFSD holds focus groups to discuss the nature of the problem of bullying and ways to solve it.
10. Florida UFSD employs community resources to intervene immediately when necessary. These resources also help to develop additional intervention and/or prevention programs. Florida

UFSD ensures adequate social service and mental health resources are both available and utilized.

11. Florida UFSD employs principles to identify and provide intervention to bullies and victims and at the classroom level and at other student contact points within schools. Victims are provided with immediate support services and referrals.

12. Florida UFSD teachers and staff record events as well as the interventions and strategies that are implemented to address different instances of bullying.

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

1. Florida UFSD has established partnerships with law enforcement in order to exchange information and educate teachers and staff about the presence of gangs and their activities.

2. Gang and violence prevention teams have been implemented to provide youth education programs. Teams include educators, law enforcement, probation officers, community leaders, students and school resource officers, gang specialists, mental health professionals and parents.

3. Florida UFSD remains aware of gang-related clothing, paraphernalia and behavior. Florida UFSD' school dress code seeks to exclude outward manifestations of gang membership.

4. Parents / guardians are notified should their child be suspected of involvement in gangs. Resources are provided for access to relevant information and counseling.

Extended Day and/or after school activities:

There are many after school clubs that help give our students a chance to further develop their interests and develop leadership skills. Presently, our Golden Hill Elementary after school clubs include, but are not limited to: Enrichment Planet, YMCA Club Kid, Saturday Academy, Odyssey of the Mind and various intramural sports. S.S. Seward Institute activities and clubs include, but are not limited to: Diversity, National Honor Society, Band, Odyssey of the Mind, Baseball, Photography Club, Basketball, School Newspaper, Chess Club, Chorus, Senior Enrichment, Cooking Club, Ski Club, Cross Country, Soccer, Softball, Drama Club, Spanish Club, Video Club, Volleyball, Student Council, Yearbook, Library Club, Literary Magazine and Youth in Government.

Suicide Prevention

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

1. The development of plans and techniques to identify students at risk.

2. Proper handling of threats and response actions to a suicide event.

3. Florida UFSD provides information to student relating to access to suicide hotlines and counselors utilizing both written / visual materials.

4. Florida UFSD provides education to students, parents / guardians, teachers and other school personnel on how to identify and get help for troubled students before they become victims of suicide.

Other Program Initiatives:

- National Incident Management System (NIMS) training for emergency response team members
- New York State School Safety Guide (2007)
- School Safety Plan Guidance (SAVE -2010)
- Collaboration with the Village of Florida / Town of Warwick Police

- Florida UFSD Guidance Services which can assist students with issues concerning: suicide prevention, substance abuse, peer mediation and/or conflict resolution. Florida Union Free School District encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate.

B. Training Requirements and Exercises

All district personnel (faculty, custodial staff, office staff and administrators) will receive an orientation to the district's multi-hazards emergency plans on an annual basis. The orientation will focus on the district's policies and procedures for fire evacuations and emergency response procedures, emergency communications and the district's incident command system. (Substitute Teachers and Teacher Aides will receive training and a fact sheet on the district's policies and procedures upon initial assignment). Building Administrators will be responsible for compliance.

Florida UFSD District-wide School Safety Plan includes policies and procedures for annual multi-hazard school safety training for staff (including bus drivers and monitors) and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15th on the Building Level Emergency Response Plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. District personnel receive orientation to the district's potential hazards, policies and procedures, emergency communications and the Incident Command System (ICS).

As per new Commissioner Regulations (CRR 155.7(c)(1)) commencing July 31, 2024, the districtwide school safety plan shall include procedures for review and the conduct of drills, tabletop exercises and information about emergency procedures and drills, including information about procedures and timeframe for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. Schools and the district may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials. Drills conducted during the school day with students present shall be conducted in trauma informed, developmentally, and age appropriate manner and **SHALL NOT** include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency. At the time that drills are conducted, students and staff shall be informed it is a drill.

What are the differences between drills, tabletop exercises and full-scale exercises?

Drills provide an opportunity to practice and prepare staff & students and establish procedures to be used during an emergency. During drills, the school building & grounds are used to practice responding to a scenario, prepare students and staff, and test operations. Drills involve students & staff.

Tabletop exercises are small-group discussions that walk through a scenario to increase awareness of roles and responsibilities. Tabletop exercises do not involve students. *NOTE: Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting type setting to discuss their roles during an emergency and their responses to sample emergency situations.*

Full-Scale Exercises evaluate operational capability during simulated conditions with multiple partners (i.e., law enforcement). Full-scale Exercises do not involve students

Trauma-Informed Drill Definitions:

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 what trauma is and how it affects the physical, emotional, and mental health of students and adults.

Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate prior trauma, such as use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate contact; and to recognize that drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

How should drills be conducted?

Lockdown and evacuation drills practice established procedures that will be used during an emergency.

- Drills should be conducted in a trauma informed, developmentally and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence or other emergency.
- Drills should occur after annual training in emergency procedures has been provided to students and staff.
- Drills should be completed on different days and during different times of the school day.

Drills should AVOID:

- Simulation of an emergency
- Use of props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency
- Calling the Lockdown Drill an Active Shooter Drill
- Leading anyone to believe there is an actual emergency

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

1. Building emergency drills are practiced a minimum of 12 times per school year. Four of these drills must be trauma-informed Lockdown drills. The remaining eight will be Evacuation drills. Eight of the overall twelve drills will be completed by December 31st of every school year. Drills are conducted at different times of the school day. Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during lunch period or assembly.
2. Florida UFSD conducts one early go-home drill annually to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures and evacuation procedures.
3. Sheltering in the event of severe weather threat such as a tornado or thunderstorm is practiced on an annual basis to test alerting and warning procedures. These include communications procedures, staff procedures and the movement of students to designated areas within the school building.
4. Florida UFSD conducts “Table-Top” exercises with local law enforcement agencies and other response agencies to practice and review its emergency procedures. Local law enforcement

agencies are also included in at least one of the Lockdown drills to practice and review its emergency procedures.

5. Florida UFSD may opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials and include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency **shall not conduct such exercises on a regular school day or when school activities such as athletics are occurring on school grounds**. Such exercises MAY NOT include students without written consent from parents or persons in parental relation.

6. As per Education Law 808, 45 minutes of instruction in arson and fire prevention is given in grades K-12 for each month of school in session.

7. A mandatory compliance training is conducted annually.

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

C. School Safety Personnel

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 the school district, the district completes a fingerprinting and criminal background check prior to appointment. Employees include any person receiving compensation for work from the school district; 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, non-instructional and other personnel.
- Reference checks are completed and reviewed by both the hiring supervisor and the administrator in charge of the program area.
- 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:
 - Do you have knowledge of any violations of safety or security by (prospective employee) related to students, staff or others?
 - Why did (prospective employee) leave your employment? Or, Do you know why (prospective employee) is leaving your employment?
 - Would you rehire (prospective employee)? If no, why not?

Duties to Include/Not Limited to

School safety personnel have a critical role in violence prevention. The following represents a description of the responsibilities of school safety personnel in the district: The building principal or his/her designee shall serve as the School Safety Representative for the school building. The responsibilities of the School Safety Representative are as follows:

- Monitor hallways, entrance ways, exits and outside grounds during school hours for unusual occurrences or unauthorized visitors.

- Act as building liaison in communicating building level safety issues or concerns.
- Represent the building on the District-wide Health and Safety Committee.
- Serve on building level School Building Response Team.
- Attend school safety meetings and be a resource on school safety and security issues for building staff.
- Develop plans and strategies for building security, crime and violence prevention, safety planning and staff 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 staff. Multi-hazard training shall include crisis intervention, emergency response and management.
- Staff and students shall receive annual training and drill practice on protocols for bomb threats, evacuation, sheltering, lock-down, relocation to hallway, fire emergency, bus drills and appropriate violence prevention strategies.
- Designate procedure for informing substitute teaching and non-teaching staff 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. Training of all current and new staff regarding violence prevention and intervention using the National Incident Management System (NIMS) training for Schools program or other similar programs that meet the stipulated guidelines and requirements.

Implementation of School Security

Florida UFSD employs the use of security personnel to greet all visitors and monitor the buildings. In addition, Florida UFSD utilizes the local sheriff's office as on-site law enforcement. Specific guidelines for the hiring of security personnel have been set to include previous law enforcement, military service, juvenile intervention training, etc... A Memorandum of Agreements has been made with the local sheriffs to describe the scope of work and ensure personnel are adequately trained. More details on the Memorandum of Agreement can be found in Appendix 6.

Florida UFSD implements security measures to include entrance restrictions, visitor screening procedures and building hardening. The level of physical security may need to be modified in order to lower the schools' vulnerability to violent behaviors. Different strategies will be required to address needs specific to elementary, middle and high school ages.

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

D. School Resource Information (Vital Education Agency Information)

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

E. Early Detection of Potentially Violent Behaviors

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

Florida UFSD administrators receive the following trainings:

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

Threat Assessment

Florida UFSD utilizes procedures developed by the United States Secret Service as well as assessment strategies from the Dewey Cornell Model of threat assessment.

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

To identify threats, school officials are advised to:

1. Focus on individuals’ thinking and behavior as indicators of their progress on a pathway to violent actions. Avoid “profiling” or basing assumptions on socio-psychological characteristics. In reality, accurate “profiles” for those likely to commit acts of targeted violence do not exist. School shootings are infrequent and the great majority of individuals who happen to match a particular profile do not commit violent acts. In addition, many individuals who commit violent acts do not match pre-established profiles.
2. Focus on individuals who may pose a threat, not only on those who explicitly communicate a threat. Many individuals who make direct threats do not pose an actual risk, while many people who ultimately commit acts of targeted violence never communicate threats to their targets. Prior to making an attack, potential aggressors may provide evidence they have engaged in thinking, planning and logistical preparations. They may communicate their intentions to family, friends, or colleagues, or write about their plans in a diary or journal. They may have engaged in “attack-related” behaviors: deciding on a victim or set of victims, determining a time and approach to attack and / or selecting a means of attack. They may have collected information about their intended target(s) and the setting of the attack, as well as information about similar attacks that previously occurred.

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

1. What motivated the individual to make the statement or take the action that caused him / her to come to attention?
2. What has the individual communicated to anyone concerning his / her intentions?
3. Has the individual shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremist groups or murder?

4. Has the individual engaged in attack-related behavior, including any menacing, harassing and / or stalking-type behavior?
5. Does the individual have a history of mental illness involving command hallucinations, delusional ideas, feelings of persecution, etc., with indications that the individual has acted on those beliefs?
6. How organized is the individual? Is he / she capable of developing and carrying out a plan?
7. Has the individual experienced a recent loss and / or loss of status and has this led to feelings of desperation and despair?
8. Corroboration-What is the individual saying and is it consistent with his / her actions?
9. Is there concern among those that know the individual that he / she might act based on inappropriate ideas?
10. What factors in the individual's life and / or environment might increase / decrease the likelihood of the individual attempting to attack a target?

DRAFT

F. Hazard Identification of Sites of Potential Emergencies

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

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

BUILDING	POTENTIAL EMERGENCIES
Golden Hill Elementary School 478 Round Hill Road Florida, NY 10921	Transportation Accidents Black Dirt Storms Water Main Break UST Leaks
S. S. Seward Institute 53 North Main Street Florida, NY 10921	Transportation Accidents Black Dirt Storms Water Main Break UST Leaks
S. S. Seward Memorial Building 51 North Main Street Florida, NY 10921	Transportation Accidents Black Dirt Storms Water Main Break UST Leaks

Section III: RESPONSE

A. Notification and Activation (Internal and External Communications)

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

In the event of a violent incident, Florida UFSD administrators are to activate the Emergency Notification System (Intralogic Lockdown/911) which in turn will contact appropriate law enforcement immediately.

Information received from telephone calls, e-mails or faxes from authorities will be disseminated to educational agencies within Florida’s school buildings of a disaster. The system includes the following forms of communication:

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

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

B. Standard Response Protocol / Situational Responses

Multi - Hazard Responses

EMERGENCY RESPONSE PROCEDURES

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

1. SHELTER-IN-PLACE

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

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

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

2. HOLD-IN-PLACE

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

Short-Term Emergency

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

MEDICAL EMERGENCY IN ROOM

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

Bomb Threat / Suspicious Object Threat

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

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

3. EVACUATE

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

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

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

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

4. LOCKOUT

**(USED WHEN THERE IS A SECURITY / SAFETY CONCERN OUTSIDE OF THE BUILDING)
(NORMAL ACTIVITIES INSIDE THE BUILDING)**

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

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

5. LOCKDOWN

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

An announcement will be made through the Intralogic Notification System. “**Lockdown. Lockdown. Lockdown.** Attention, (School name) is now in **lockdown**. Please find a secure location and lock all doors. (School name) is now in **lockdown**”

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

C. SITUATIONAL RESPONSES

1. INTRUSION

RESPONSE ACTIONS:

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

2. HOSTAGE TAKING / KIDNAPPING

RESPONSE ACTIONS:

1. Identify Situation. (All school staff members are responsible for this.)
2. Notify the following individuals:
 - a. Superintendent
 - b. Director of Instructional Services
 - c. Bldg. Principal or designees (see chain of command for full list of #s.)
3. Notify the Local Law enforcement agencies by telephone at 911 and follow their instructions. Do not attempt to overtake the assailant. NOTE: The Superintendent, Director of Instructional Services should notify law enforcement officials

4. Activate the Emergency Notification System (Intralogic) for a Lockdown.
5. Isolate the area of the incident from all staff and students. Do not allow anyone to enter the area without the advice of law enforcement agencies.
6. Inform (update) the Superintendent of the situation and actions taken.
7. Based on the advice from law enforcement officials, consider implementing the following response actions:
 - a. Isolate the area of the building involved.
 - b. Develop class changes.
 - c. Evacuate staff and students from uninvolved areas.
 - d. Notify parents(s) and or spouse(s) of victim(s).
 - e. Implement Go Home guidelines.
 - f. Set up a receiving area (isolated) for family members of victims.

3. BOMB THREAT

RESPONSE ACTIONS:

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

NOTE: *The Superintendent or Director of Instructional Services should notify law enforcement officials.*

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

BOMB THREAT RESPONSE FORM

BE ALERT! GET SPECIFICS! BE RESPONSIVE!

Person receiving call: _____

Exact time of call: _____

Exact words of Call _____

QUESTIONS TO ASK:

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

CALLER'S VOICE (CIRCLE)			
Accent	Clear	Giggling	Normal
Squeaky	Confrontational	Deep	Lisp
Sincere	Stressed	Broken	Disguised
Loud	Slow	Stutter	Calm

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

Were there any background noises? _____

Remarks: _____

Person receiving call: _____

Telephone number call received at: _____ Date: _____

Report call immediately to: _____

(Refer to bomb incident plan)

BACKGROUND SOUNDS (CIRCLE)		
Airplanes	Street Traffic	Animals
Office / Machinery	Trains	Quiet
Factory / Machinery	Voices	Music

Remarks: _____

THREAT LANGUAGE (CIRCLE)		
Foul	Irrational	Taped
Incoherent	Message read by threat maker	
Well spoken (educated)		

Remarks: _____

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

Date Call Received: _____ Time Call Received: _____

Received at Telephone Number: _____

Name / Position: _____

4. CIVIL DISTURBANCE RESPONSE ACTIONS:

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

Notify the following individuals:

- a. Superintendent
 - b. Director of Instructional Services
 - c. Director of Facilities
 - d. Building Principals or designees (see chain of command for the full list of telephone numbers)
2. Under the direction of an administrator listed in item 1, notify all building occupants using the Intralogic Lockdown notification.
 3. Notify local law enforcement agencies by telephone at 911. NOTE: The Superintendent or Director of Instructional Services should notify law enforcement agencies.
 4. A lockdown of all rooms and assembly areas should take place immediately.
 5. Isolate the area of the incident from all staff and students. Do not allow anyone to enter the area without the advice of law enforcement officials.
 6. Based on advice from law enforcement officials, consider implementing the following response actions:

- a. Isolate the area of the building involved
 - b. Develop Class schedule changes
 - c. Evacuate staff and students from uninvolved areas
 - d. Notify parents(s) and / or spouse of victim(s)
7. Inform (update) the Superintendent of the situation and actions taken.
 8. When “all clear” is given by school district administrator(s) and / or local law Enforcement direct staff to conduct accountability checks. When the accountability check is complete, staff and students may resume normal operations.

5. EXPLOSION / FIRE EMERGENCY

RESPONSE ACTIONS:

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

6. SCHOOL BUS ACCIDENT

RESPONSE ACTION:

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

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

7. SEVERE THUNDERSTORM / TORNADO

RESPONSE ACTIONS:

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

THUNDERSTORM WATCH:

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

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

THUNDERSTORM WARNING:

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

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

TORNADO WATCH:

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

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

TORNADO WARNING:

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

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

NECESSARY RESOURCES:

- AM / FM Radio
- Public Address System
- NOAA Weather Alert Radio
- Television

- Pre-designated Shelter Areas

8. ANTHRAX / BIOLOGICAL THREAT

RESPONSE ACTIONS:

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

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

9. HAZARDOUS MATERIAL SPILL-ON SITE

RESPONSE ACTIONS:

1. Upon discovery or detection of any spill of a hazardous material, petroleum or chemical product, notify the following:
 - a. Superintendent
 - b. Director of Instructional Services
 - c. Director of Facilities
 - d. Building Principals or designees (see chain of command for the full list of telephone numbers)
 - e. Local Fire Department - 911
2. Based on the advice of the fire department, curtail or cease building operations, as appropriate.
3. When deemed appropriate, notify staff and students to evacuate using the fire evacuation pre-plan. Ensure that evacuation route does not go through the spill area. Re-route evacuees away from the spill area.
4. Notify parents through media (Superintendent's Office)
5. Director of Facilities and Fire Department Officials will evaluate the problem.
 - a. If trained and adequately protected with safety equipment, determine cause.

- b. If trained and adequately protected with safety equipment, mitigate the situation.
 - c. Notify New York State DEC spill hotline at 1-800-457-7362
6. After consulting with fire and environmental officials, resume normal operations.

NECESSARY RESOURCES:

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

10. HAZARDOUS MATERIAL SPILL-OFF SITE

RESPONSE ACTIONS:

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

NECESSARY RESOURCES:

- Emergency Telephone Roster
- Public Address System
- Media Notification
- AM / FM Radio

- Television
- NOAA Weather Radio
- Transportation Plan
- Evacuation Plan

11. FOOD POISONING

RESPONSE ACTIONS:

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

12. ACTS OF VIOLENCE

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

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

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

Early Warning Signs for the Potential of Violent Behavior:

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

RESPONSE TO ACTS OF VIOLENCE

1. The principal or their designee will determine whether to contact law enforcement personnel. Threats or actions placing students, staff and others in imminent danger require an immediate LOCKDOWN protocol followed by a call to the police and Superintendent (if safe to do so). District policies and procedures define violent offenses that will involve police.
2. The Principal and / or their designee will activate the Building Level Emergency Response Team and determine the appropriate direction to take.
3. The Building-level Emergency Response Team consisting of trained staff and school personnel may assist with an Evacuation, Lockout, Shelter-in-Place, Hold-in-Place, or Early Dismissal and will follow the appropriate protocol (see appendices for further information). The Incident Command System (ICS) under the national Incident Management System

(NIMS) should be followed as closely as possible to ensure good coordination between the building-level teams, District leadership and responding agencies.

4. If the threat of violence or danger is imminent, a lockdown may be utilized. A Lockdown is time sensitive and therefore may be requested by any school staff member based on the incident and timely need for the Lockdown. During the Lockdown, all school staff, students and visitors are required to Lockdown in the nearest lockable space and await further instruction or in some situations evacuate the campus.

5. Procedures for contacting parents, guardians and persons in parental relation to students in the event of a violent incident or early dismissal are detailed in each building-level emergency plan. The use of the District's mass communication system is typically utilized.

6. Aggressively dangerous and violent students, staff or visitors shall be managed as outlined by the procedures detailed in the district Code of Conduct.

7. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the District's Code of Conduct. Chronic offenders may require a behavior plan or constant close monitoring and / or police involvement.

8. School administrators must keep records of serious threats and acts of violence and report them annually to the state.

9. Prompt Contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-level Emergency Response teams. These individuals and appropriate means of contact are documented in each Building-Level Emergency Response Plan.

10. Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

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

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

Notify the Supervisor of Pupil Services whenever a CSE student is Involved. He / she will determine further actions.

POTENTIAL VIOLENCE INCIDENT SUMMARY FORM

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

DOB: ___/___/___ Grade _____

Name / Title of Person Completing Form: _____

Parents' Name: _____

Address: _____

Home Phone: _____ Work Phone: _____

DESCRIPTION OF INCIDENT:

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

ACTIONS TAKEN & RECOMMENDED FOLLOWUP:

NOTIFICATION (NAMES, TITLES, DATES):

Police: _____

Student's Parents: _____

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

Other: _____

Referrals (names, titles, dates): _____

Psychiatric evaluation: _____

Community Services: _____

In-school Services: _____

Discipline (specify): _____

Other: _____

D. Arrangements for Obtaining Emergency Assistance from Local Government

All emergencies for FIRE, POLICE & EMS: DIAL 911

1. COORDINATION WITH LOCAL AND COUNTY AGENCIES

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

AGENCY	CONTACT	PHONE
Orange County Sheriff's Office	Squadroom	845-291-2329 / 7929
Village of Florida Police	Dispatch	845-651-7800
Town of Warwick Police	Dispatch	845-986-3423
Village of Florida Fire Department	Tom Andryshak Jr.	845-326-6233
Ambulance	Ambulance	845-986-4100
OU BOCES	Risk Management	845-781-4887

OTHER:

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

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

CHAIN OF COMMAND:

- SUPERINTENDENT- 845-651-3095 X40010
- DIRECTOR OF INSTRUCTIONAL SERVICES- 845-651-3095 X30006
- SCHOOL BUSINESS MANAGER- 845-651-3095 X40030

2. Procedures for Obtaining Advice and Assistance from Local Government Officials

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

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

DISTRICT RESOURCES AVAILABLE FOR USE DURING AN EMERGENCY

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

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

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

- Copy of District-wide School Safety Plan
- Building-level Emergency Plan
- Quick reference Emergency Management Procedures
- List of Emergency Telephone numbers
- Building Floor Plans
- Telephones
- Radio communications
- Flashlights
- Photocopier/Computer/HotSpot
- Student Rosters
- List of individuals with special needs and specific evacuation plans
- Telephone numbers for parents / guardians
- Information about emergency needs (e.g. students / staff that require medications, vehicular transportation issues etc.)
- School and staff census information

RAPID RESPONSE CRISIS KIT

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

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

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

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

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

3. PROTECTIVE ACTIONS OPTIONS

Florida UFSD may take the following actions in response to an emergency where appropriate. These actions are made in coordination with local emergency responders: The responses include:

1. **School Cancellation**

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

2. **Early dismissal**

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

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

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

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

- a. The Superintendent / Designee will determine the level of threat.
- b. Determine location of sheltering as dependent on the nature of the incident.
- c. Account for all student and staff population. Report any missing staff or student to designee.
- d. Determine other occupants in the building.

- e. Make appropriate arrangements for human needs.
- f. Take appropriate safety precautions.
- g. Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
- h. Retain appropriate district personnel until all students have returned home.

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Section IV: RECOVERY

A. District Support for Buildings

After a critical incident has occurred, the District is committed to a thorough and comprehensive recovery for students, staff and families. To achieve this goal, the Post Incident Response Team should consider the following steps:

Step 1: Consult with administrators and others to:

- Determine advisability of team involvement
- Determine nature of team involvement
- If team is needed, acquire release from currently assigned responsibility
- Inform Superintendent of nature of incident

Step 2: Acquire facts and circumstances as to the nature of the trauma/loss

Step 3: Determine those groups and/or individuals most affected by the trauma/loss (target population)

Step 4: Assist building administrator in the following:

- Arrange for staff meeting
- Formulate staff meeting agenda
- Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc...)
- Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, etc...)

Step 5: Assignment of team members and other staff to individual tasks

Step 6: Provide Crisis Team Services:

- Conduct faculty meeting with all building staff
- Provide educational information to teachers to be used in class
- Conduct classroom meetings with Team member and teacher in seriously affected classes
- Assess needs and arrange for follow-up meetings with individuals and small groups
- End of day staff meeting to update staff and administrator and plan for next day
- Crisis Team “debriefing” at the end of day
- Provide substitutes and aides as back-up staff for teachers
- Offer a separate room for parent contact, if necessary
- Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions

Remind staff about “Teachable Moments”:

- Death and grief education
- Personal safety
- Sorting rumor from fact
- Anatomy of the injury (e.g., what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff students and parents

Step 8: Follow-up plans for ending Crisis Team involvement:

- Staff meeting
- Alert staff to individual staff questions and needs
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Crisis Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs in this particular incident

Disaster Mental Health Services:

The District will work closely with local mental health services to:

- Provide services to children and families that are appropriate for the type emergency/disaster
- Assess condition and immediate needs of children and family including food, shelter, clothing, medical treatment
- Follow-up on referrals
- Decrease the internal and external stressors which affect the children and family
- Provide opportunities for children and families to verbalize their feelings and provide emotional support to aid recovery
- Guide the family through the emergency/disaster and provide tools and techniques for the family to help themselves to recover

B. POSTVENTION OUTLINE OF TASKS

Federal Emergency Management Agency (FEMA) Multi-Hazard Program for Schools. A variety of school and community personnel will be available to help students during the day. After school a general staff meeting is held to review the day and prepare for tomorrow. In preparation for the oncoming days things to prepare for include the following:

1. Selection of the Crisis Response Team. A crisis response team of perhaps three to five members with authority to make decisions in the time of crisis needs to be chosen. The team is responsible for both planning and implementation of postvention. Among its members should be staff who have some respect in the school, are sensitive to student and faculty needs, are committed to personal involvement in a crisis response, are able to be decisive and who are relatively calm under fire. The crisis response team would conduct planning for the remaining tasks and along with the building principal if he or she is not on the team, be responsible for carrying out the school's response to a suicidal death on the days succeeding it.

2. Identification of Media Liaison Person. One person within the school district should be designated to handle all contact with newspaper, television, radio and magazine reporters and shield school personnel from media intrusion. Media personnel should not be allowed in school. All school students and staff should be firmly instructed to refer any phone or personal contact, whether in school or at home, to the media liaison person whose phone number should be readily available and who should receive instructions on what information to release from the crisis response team. A press release should be prepared to serve as a basis for talking with the media. In general, the less publicity death receives the better.

3. Identification of Family Liaison Person. The crisis response team should designate a representative of the school to initiate immediate and appropriate contact with the family of the deceased student, to express the empathy and concern of the school, to answer parents' questions regarding school plans, to ascertain family wishes and plans regarding funeral, wake and memorials; to discreetly obtain the information about the death and circumstances surrounding it and to offer to help the family with support, contact with community resources, or perhaps tangible help like driving, food, babysitting, or talking to siblings. The family liaison person should be educated about helpful and unhelpful responses to grieving people, be sensitive to family privacy and use intuition about maintaining some contact with the family during the weeks ahead. The crisis response team may choose one family liaison person for all situations, or a different one may designate for each crisis based on the person's relationship to the deceased student or his / her family.

4. Organization of Staff / Telephone Network. A telephone network using robo-calls or e-Mail notification should be developed wherein each school staff member is called as soon as possible after the incident has occurred, given the brief basic facts and notified of the time and place of the emergency staff meeting to be held usually before the next school day. Care should be taken to reach not only faculty, but all auxiliary and related personnel as well. Furthermore, selected staff members in schools throughout the district should be notified, particularly in schools attended by siblings or schools from which support staff may be borrowed to help during the crisis.

5. Identification of Crisis Consultant. Despite the expertise and capabilities of school staff, it is recommended that a consultant from outside the school be chosen with whom an agreement is developed to offer assistance to the school in the event of a tragedy. The

principal, guidance counselor, or most experienced members of the crisis response team may know the student who has died and thus be personally affected by the death, making it difficult for him or her to play their usual leadership role. Additionally, trained experts in grief or trauma are probably more experienced in coping with tragedy and knowing what helps in times of crisis than most school staff. The role of the consultant should be to assist with or review the postvention plan with the crisis response team, address the emergency staff meeting, generally be available for intervention or feedback during postvention and to support school staff during the crisis.

6. Identification of Community Response People. Experienced counselors, psychiatrists, clergymen, psychologists, or social workers from the community should be identified and contacted ahead of time to ascertain their availability and willingness to help in one or both of two ways: first, to come to the school on the day after the tragedy and be available to talk with students needing support or counseling; and second, to agree to see professionally and immediately (or as appropriate) students or staff referred by the school. Lists of these professionals should be clearly posted in school on the days following the death(s).

7. Develop Suggestions for Classroom Discussion. During either the homeroom or first class period, whichever is longer, each teacher should announce to the students what has happened, give the pertinent facts about the tragedy in a low key, unsensational manner, describe the schedule for the day and mention the people and places in school where help is available. The purpose is to ground the students in reality, reduce rumors and gossip, provide an accurate basis for discussion and grieving and assure the students that help is here if they need it. Once the students are informed, the teacher should allow for and facilitate a discussion encouraging students to share their reactions, thoughts and feelings to what has happened, recognizing that, while many students will have heard about the death before, others may not know until the teacher announced it.

8. Identification of Crisis Center and Counseling Room. One room with a telephone needs to be set up as a general headquarters and information center. Someone (perhaps the principal's secretary, the media liaison person, or a member of the crisis response team) should be designated to be in that room at all times during the day after the tragedy to relay information and answer questions on how to locate the principal, superintendent, school nurse, school psychologist, crisis response team, etc...

9. Formulation of School Policy on Funerals. Wakes, funerals and other rituals around death usually serve a useful purpose in acknowledging and accepting the death, beginning the grieving process and letting people know they're not alone. The crisis response team needs to formulate a school policy on funerals which addresses questions like: Will the school be closed for the funeral? Will staff and / or students be given permission to attend the funeral? Will notes from parents be required for students to attend the funeral or memorial service? Will the school provide bus transportation to the funeral? Will students absent the day of the funeral be penalized? How will teachers who insist on having a test on the day of the funeral be handled? Will any in-school memorial services be held?

10. Formulation of Policy on School Memorial. The crisis response team, perhaps in conjunction with student leaders, needs to formulate a policy on what sort of memorial is appropriate to pay tribute to the person who has died. Will the flag be flown at half-mast? Will a special page be set aside in the yearbook and who will write it? Will parents be consulted about a memorial? Does the class of the student who died want to establish a scholarship in the student's memory? Will a special event like a swim meet, school play,

or class day be dedicated to the deceased student? Will a plaque be placed in the school? Will a tree be planted in the student's name?

11. Interface with Student Leaders. Postvention is best handled by the school staff and community people, but the crisis response team should consider what role student leaders could play. Should there be a student member on the crisis response team? If there is a peer counseling program established, how will peer counselors be involved in the aftermath? This is not to say that student leaders should have a role in postvention; rather it is to ask the crisis response team to consider whether they should and if so, in what way

12. Availability of Readings on Death. Many people affected by death find great comfort or help in reading about the grieving process, other people's experience with death, death itself, or suggestions on how to be helpful to their friends in a time of crisis. Accordingly, the school librarian should be prepared to place on an easily accessed table or counter a number of books or pamphlets on death and grief to be readily available for those students and staff who may find them helpful.

13. Plan for Calling in Substitute Teachers. Owing to their own grief or personal difficulties with death, some teachers may be unable to function normally, let alone help with student reaction. This coupled with the difficulty in predicting the extent of student needs leads to the suggestion that the crisis response team develop a plan for calling in a number of substitute teachers who will be available to fill in, in whatever ways the day's events dictate. Perhaps they won't be needed, but their presence will allow flexibility in use of school resources to meet student needs.

14. Plan for Morning-After Staff Meeting. The school day following the tragedy should begin with an emergency meeting of all school staff, teachers, custodians, nurses, counselors, administrators, substitute teachers, cafeteria workers, resource room volunteers, etc...and including community resource people. Thirty to forty-five minutes should be allowed for this meeting, which should take place before the normal start of the school day. The meeting has two purposes, the first handled by the building principal, the second by the crisis consultant.

15. Identification and Contact with At-Risk Students. Through the telephone networking and other channels, the crisis response team should make an intense effort to identify two kinds of at-risk students: boyfriends, girlfriends and close friends of the deceased student; and students who are known to be depressed, under great stress, or readily set off for other reasons.

16. Drafting a Letter for Parents. During the school day a letter to parents should be drafted so it can be sent home. The letter should sensitively and succinctly state what has happened, how the school has responded thus far, plans the school has for the coming days, suggestions on being especially aware of and supportive to their child, names and phone numbers of community resources to call for information or help and an announcement of the parent / community meeting.

17. Plan for After-School Staff Meeting. At the close of the first school day after the tragedy, a second staff meeting should be held for all school staff. The meeting may be led by the principal or the crisis response team. The purpose is to review the day's events, attending to what went well and what didn't, identifying which students' staff are most worried about and how to help them, making any needed adjustments in the postvention plan, enunciating continuing postvention plans and allowing staff to raise questions for the crisis consultant or response team.

18. Plan for Evening Parent / Community Meeting. Plans for a parent / community meeting to be held a day or two after the funeral should be formed by the crisis response team. Experience shows that such a meeting may be more important in a small or isolated community. The principal, crisis response team and crisis consultant should speak at the meeting with the crisis consultant bearing the brunt of the load and emphasizing what to expect during the grieving process and how to be helpful to students and adults affected by the event. While such a meeting is not essential, it usually is helpful to community people even if not directly affected by the tragedy and allows the school to perform a constructive community service.

19. Plan for Postvention Evaluation. After the crisis is over, usually a few weeks following the tragedy, there will still be some students and perhaps staff who will be grieving deeply and need support or counseling for some time to come. However, for most of the school, life will be more or less back to normal. During the time after the crisis, the crisis response team needs to organize a meeting of those staff most directly involved in postvention to discuss and evaluate the postvention process. Prior to the meeting, feedback should be solicited from other people who were involved in postvention. This information can be fed into the postvention evaluation meeting. Of course, the purpose of the meeting is to ascertain what worked well and what didn't, what modifications in the postvention plan are needed and to thank or give feedback to those who helped the school cope with the crisis.

C. RECOVERY OPERATIONAL CHECKLIST

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

1. Assess the degree of support needed.
2. Notify Florida UFSD in order to activate County Crisis Plan (if necessary)
3. Designate a person to handle crowd control.
4. Gather staff together before dismissal for the day in order to provide an update.
5. Meet with the Central Office (and Board members, if appropriate) to review the incident and plan for the next day.
6. Assign a district spokesperson (Superintendent) to deal with the media.
7. Assess the needs of the community, e.g. community meetings to disseminate information contacting PTA's to provide food and babysitting services for affected families.
8. Provide an early morning debriefing meeting for the next day for all the support service providers and appropriate internal staff.
9. Assign counselors to buildings.
10. Assign staff members to visit hospitals: e.g. nurses.
11. Provide a press release (if appropriate). Monitor needs as the day progresses and modify accordingly. (e.g. If a student is critical and should die during the school day).

12. Assess the need to bring in additional experts to determine need for services.
13. Determine the need to designate individuals to attend funerals.
14. Continually appraise key people of the status of the situation as it changes.
15. Hold an end of day session with counselors and staff to assess needs for the next day. Repeat this process of holding meetings in the morning and at the end of the day. Hold Meetings until it is determined the crisis stage is over. Anticipate long-term effects on children, staff and community. The initial crisis may give you an inaccurate read of the needs of your district since people are in shock.

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CHAIN OF COMMAND

The Florida Union Free School District Superintendent will be responsible for designation of response actions necessary to cope with an emergency.

Superintendent of Schools

Dr. Lisamarie Spindler

Office: (845) 651-3095, Ext. 40010

In the event the District Superintendent is not available, the response action designation responsibility shall be delegated as follows:

Director of Instructional Services

Dana Castine

Office: (845) 651-3095, Ext. 30006

Business Office Manager

Christopher Slesinski

Office: (845) 651-3095, Ext. 40030

Director of Facilities

Robert Grassi

Office: (845) 651-3095, Ext. 30002

Supervisor of Pupil Personnel Services

Jeanne-Marie Pavlik

Office: (845) 651-3095, Ext. 40020

Section V: APPENDICES

APPENDIX 1:

FLORIDA UNION FREE SCHOOL DISTRICT SCHOOL BUILDING SITES AND CONTACT INFORMATION

S. S. Seward Institute/High School Principal

53 North Main Street
Florida, NY 10921

Michael Maesano

Office: (845) 651-3095, Ext. 30132

S. S. Seward Institute/Assistant School Principal

53 North Main Street
Florida, NY 10921

Amanda Collins

Office: (845) 651-3095, Ext. 30133

Golden Hill Elementary School Principal

478 Round Hill Road
Florida, NY 10921

Starla Ciarelli

Office: (845) 651-3095, Ext. 20055

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APPENDIX 2: Law Enforcement Plan Distribution List

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

- Orange County Sheriff's Office
- Village of Florida Police Department
- Town of Warwick Police Department
- NYS Police

***ALL EMERGENCIES
FOR FIRE, POLICE & AMBULANCE
DIAL 911 or Non-emergency 845-651-7800***

APPENDIX 3: AED PROTOCOL

AUTOMATED EXTERNAL DEFIBRILLATORS - Florida UFSD Policy 5425

The district shall provide and maintain in-site in each instructional school facility functional cardiac automated defibrillator (AED) equipment as defined in Public Health Law Section 3000-b for use during emergencies. Each such facility shall have sufficient automated external defibrillator equipment available to ensure ready and appropriate access for use during emergencies in quantities and types as deemed by the Commissioner of Education, in consultation with the Commissioner of Health. Determination of the quantity and placement of AEDs must be made with consideration of at least the factors enumerated in Commissioner's regulations. An instructional school facility means a building or other facility maintained by the School District where instruction is provided to students pursuant to its curriculum.

Whenever an instructional school district facility is used for a school-sponsored approved curricular or extracurricular event or activity and whenever a school-sponsored athletic contest is held at any location, the public school officials and administrators responsible for such school facility or athletic contest shall ensure the AED equipment is provided on-site and that there is present during such event, activity or contest at least one staff person who is trained in accordance with Public Health Law in the operation and use of an AED. School-sponsored or school-approved curricular or extracurricular events or activities mean events or activities of the school district that are, respectively associated with its instructional curriculum or otherwise offered to its students. A school-sponsored athletic contest means an extra class intramural athletic activity of instruction, practice, and competition for students in grades 4 through 12 consistent with Commissioner's Regulations Sections 135.4.

Where a school-sponsored competitive athletic event is held at a site other than a school district facility, school district officials shall assure that AED equipment is provided on-site by the sponsoring or host district and that at least one staff person who is trained, in accordance with Public Health Law, in the operation and use if the AED is present during such athletic event. A school-sponsored competitive event means an extra class interscholastic activity of instruction, practice, and competition for students in grades 7 through 12 consistent with Commissioner's Regulations Sections 135.4.

School district facilities and district staff responsible for carrying out the duties enumerated in education Law Section 917 are deemed a "public access defibrillation provider" as defined pursuant to Public Health Law Section 3000-b and subject to the Public Health Law requirements and limitations.

5425

Therefore, it is the policy of our school district to provide proper training requirements for district AED users, to ensure immediate calling 911 and/or community equivalent ambulance dispatch entity whenever the AED is used, to ensure ready identification of the location of the AED units as enumerated in the district's Public Access Defibrillator Collaborative Agreement.

The district will provide for regular maintenance and checkout procedures of the AED unit(s) which meet or exceed manufacturer's recommendations. Appropriate documentation will be maintained in accordance with law and/or regulation. Further, the district will participate in the required Quality Improvement Program as determined by the Regional Emergency Medical Services Council.

Pursuant to the Public Health Law Sections 3000-a and 3000-b, the school district (as a public access defibrillation provider), or any employee or other agent of the school district who, in accordance with the provisions of law, voluntarily and without expectation of monetary compensation renders emergency medical or first aid treatment using an AED to a person who is unconscious, ill., or injured, shall not be liable for damages for injury or death unless caused by gross negligence.

Ref: Education Law §912

Public Health Law §§3000-a(2); 3000-b

Cardiac Automated External Defibrillators (AEDs) in Public School Facilities, Office of Regional and School and Community Services, State Education Department, July 2002

Adoption date: July 19, 2007



APPENDIX 4: PUBLIC HEALTH EMERGENCY & PREPAREDNESS PLAN

Florida Union Free School District

Public Health Emergency Pandemic Planning Appendix

Continuity of Operations:

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

Declaration of Essential Workers:

The titles and roles listed below will be required as essential in times of a mandated reduced workforce.

- **Central Administration**
- Board of Education
- Superintendent of Schools
- Business Official
- Treasurer
- Payroll
- Purchasing
- Director of Instructional Services
- Principals & Assistant Principal
- Supervisor of Pupil Personnel Services

Needed for Oversight, planning and logistics. Acquisition of goods and services Needed to maintain sanitary and healthy conditions for the buildings and all essential occupants. May aid in distribution services of food or technology.

- **Custodial Staff**
- Coordinator of Building & Maintenance
- Custodial Workers
- Cleaners
- Bus Drivers
- Grounds Staff

Needed for the general upkeep and repair of the facilities as well as ensure all building features are functioning as designed. Meet with contractors for equipment install/repair.

- **Technology Staff**
- All Technology Staff

Needed for maintenance and upkeep of data services. Acquisition and distribution of technologies needed for both remote and in person instruction.

- **Support Staff**
- Nurses
- Key identified individuals, i.e., clerical

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

- **Food Services Staff**
- All Food Service Staff

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

Telecommunication for Non-Essential Employees and Contractors:

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

Contractors will take direction from the Coordinator of Building & Maintenance. Telecommunication will be utilized where feasible. However due to the potential need for on-site repairs or installations, contractors are required to adhere to the practices defined in the following section.

Communication:

The District will communicate with employees, families and the public through multiple means including the district notification system, district website, email and various social media platforms.

IT Related Protocols:

The district has the capacity of increasing telecommuting and computing to include adequate bandwidth, hotspots, VPN connections, alternate telephone options and access to alternate devices such as laptops and other mobile devices. The district has a plan for IT repair requests and hardware failure. It is the district's expectation that all employees conducting electronic work use a district-issued device and district issued accounts. Employees are subject to follow all federal, state and local mandates, policies, regulations while working offsite.

Visitor and Vendor Practices:

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

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

Visitors

- All visitors will be required to wear proper face covering prior to entering any building and it must be worn at

all times.

- All visitors must check in at the entrance desk for temperature screening and to complete the Health Screening Form. The visitors must sign in with their identification through the Raptor system for a visitor badge. This will indicate to all other Security locations that the visitor has been screened.
- All visitors must sign in and out at the main entrance of each building stating their destination at that building for the purpose of contact tracing. All visitors should be accompanied by a staff member.
- Should a visitor become ill while on campus, they must alert the staff member they are visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the health screening forms are collected by the school nurse.

Vendor

- All vendors will be required to wear proper face covering prior to entering any building and it must be worn at all times.
- All vendors must have temperature screening and complete Health Screening Form. The vendors must sign in with their identification through the Raptor system for a visitor badge. This will indicate to all other Security locations that the vendor has been screened.
- No vendor will enter a building unless necessary for completion of their job. All meetings should be held outside or via Google Meet when possible.
- All vendors must sign in and out at the main entrance of each building stating their destination at that building for purposes of contact tracing. All vendors should be accompanied by a staff member.
- Should a vendor become ill while on campus, they must alert the staff member they're visiting to report the issue and then immediately seek medical attention.
- At the end of each day, the health screening forms are collected by the school nurse.

Staggered Schedules:

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

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

Personal Protective Equipment:

Adequate personal protective equipment(PPE) will be available to all essential employees. A total number of essential employees will be determined along with the minimum amount of supplied PPE for each individual per work day. This value will be used to estimate the needed PPE for a minimum of a six-month duration. Supplies will be ordered in adherence of all procurement regulations. Supplies will be kept in surplus with quantities periodically reviewed to ensure reordering when necessary. Access to supplies will be limited to key individuals. Daily minimum PPE will be available to employees and additional PPE may be supplied upon request to a supervisor.

Potential Exposure:

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

Suspected or Confirmed COVID-19 Cases

- **Emergency Response** – Employees or students with symptoms of COVID-19 like illness must be sent to the designated isolation room after initial consultation with the school nurse to assess individuals. As chronic conditions such as asthma and allergies or chronic gastrointestinal issues may present as symptoms of COVID-19 or the current public health disease, they are potentially contagious and may pose a public health threat. Proper PPE will be required any time a nurse may be in contact with a potential COVID-19 patient.

- **Isolation** – Students suspected of COVID-19 like illness that are awaiting transport home by a parent/guardian will be isolated in a designated isolation room under supervision. Multiple students with similar symptoms suspected of illness may also be in this isolation room if they can be separated by at least six (6) feet. If they cannot be isolated in a separate room from others, face covering (e.g., cloth or surgical mask) will be required to prevent the possible transmission of the virus to others while waiting for transportation home.

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

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
- Cleaning and disinfecting all areas used by the person suspected or confirmed to being ill, such as offices, classrooms, bathrooms, lockers and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.

- **Notification** - the NYS and local health departments will be notified immediately upon being informed of any positive Public Health Emergency Disease diagnostic test result by an individual in school facilities or on school grounds, including students, faculty, staff and visitors.

Cleaning and disinfection will occur daily for all occupied and high used areas. Cleaning and disinfection will occur periodically throughout the day. Further details are outlined in the following section.

Cleaning and Disinfecting

The Operations and Maintenance staff at Florida UFSD remain committed to keeping buildings clean and disinfected for the safety of students, staff and visitors. Daily cleaning and disinfecting logs are maintained.

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

- Our general cleaning will be done on a daily basis and more if needed:
 - Garbage and recycling removal
 - Put new plastic liners in garbage cans, wash cans as needed » Sweeping and washing of all floors
 - Usable products to wash floors: U.S. Chemical Extra
 - Vacuuming of all carpets as needed.
 - Cleaning, sanitizing and disinfecting of all bathrooms
 - Usable products to clean and disinfect sinks and/or toilets: U.S. Chemical Extra
 - Replenishing of all dispensers (paper towel, toilet tissue, hand sanitizer and soap).

 - Sweeping and/or vacuuming of all staircases
 - Sweeping of all hallway floors
 - Washing windows as needed
 - Daily electrostatic spraying of any occupied space with BruTabs.

- Cafeterias and areas designated for lunch will be cleaned and disinfected after each use during the day. Floors will be swept and washed daily. Garbage will be removed in between usage of the cafeteria and cans and lids will be washed and disinfected daily.
- Kitchen will be disinfected daily in addition to frequently touched surfaces. Kitchen floors will be swept and washed daily using a disinfectant.
- Classroom fixtures will be cleaned and disinfected in between sessions including desks, chairs, table tops, counters, restrooms and frequently touched surfaces.
- Health offices including cots and restrooms will be cleaned and disinfected throughout the day.
- Offices, countertops, bathrooms, phones and desks will be cleaned and disinfected daily.

Contact Tracing:

All employees and contractors will follow Florida UFSD contract tracing and sign-in log policy. All individuals will be health screened prior to or at arrival on campus and will be required to log their locations as well as individuals they came in contact with. All building sites as well as offices and classrooms will have sign-in logs for individuals entering and exiting the space. All logs are maintained by the district. All of Florida UFSD contact tracing protocols have been developed with the local Department of Health and Centers for Disease Control (CDC) guidance.

Housing for Essential Employees:

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

Fairfield Inn and Suites

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

Stagecoach Inn

268 Main Street Goshen NY 10924
845-294-5526

Courtyard by Marriott

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

Holiday Inn Express

2 Bryle Place, Chester, NY 10918
845-469-3000

Florida Union Free School District

Emergency Remote Instruction

In reference to guidance released from NYSED on May 4, 2023, all public school districts and boards of cooperative educational services (BOCES) must develop a plan that addresses six different regulatory components related to how they will provide remote instruction under emergency conditions.

These Emergency Remote Instruction Plans (ERI Plans) will serve to ensure that there is a common understanding about remote instruction amongst district or BOCES staff, teachers, families, and students.

ERI Plans must include the methods by which districts and BOCES will ensure the availability of devices and internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities, should an emergency require the district or BOCES to transition to remote instruction.

Technology and Connectivity

Access to technology is essential for the successful roll-out of this plan. The Florida Union Free School District is committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computing devices.

1. The District gathered data and asked teachers and families to identify the level of access to devices and high-speed broadband from the residence. Respondents indicated that 97.2% have adequate internet service to participate in remote learning for substantive daily instruction and 2.8% responded they do not have adequate service. The district will continue to assess the ongoing needs of families for technology and connectivity (survey, interviews, school outreach, etc...) In the event, students and/or teachers do not have access, the district will take the necessary steps to meet their needs, where plausible.
2. Conduct and/or maintain an inventory of equipment and other assets.
 - a. Identify which students, families, and staff have district assets.
3. Procure, manage and/or maintain hardware, software, licenses, learning management systems, etc... to support and improve virtual instruction and student engagement.
4. Identify professional learning needs for teachers and continue to support the development of skills and pedagogy in a virtual learning environment.
5. Arrange a "Helpdesk" system for parents/students/teachers to report technical issues that might be experienced during remote learning. Communicate protocols to these stakeholders to inform them in advance of how to gain assistance in such cases.

The District will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, to demonstrate mastery of Learning Standards in remote or blended models through the use of both synchronous (i.e. Google Meet or other web conferencing tool) and asynchronous technologies (i.e. Google Classroom or other LMS). In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students' homes, etc... The district will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Teaching and Learning

In an effort to assure high-quality teaching and learning a continuity of learning plan has been developed should the need arise for remote learning. This plan considers and plans for teaching and learning in-person, remotely, and through hybrid models of instruction. The plan assures that Instruction is aligned with the New York State Learning Standards and that the district is meeting the needs of all learners.

All instruction in the district will be designed so that whether it is delivered in-person or remotely due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. The teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from teachers. The plan is centered on Instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher, regardless of the delivery method (e.g., in person, remote or hybrid). The teaching and learning plan includes a clear communication plan for how students and families/caregivers can contact the school and teachers with questions about instruction and/or technology. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone) in an effort to assure learning for all.

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English language learners and students with technology or connectivity needs.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Grading practices will follow a standards-based framework designed to provide direct feedback regarding students' mastery of course content.

For information relating to teaching and learning in BOCES special education and Career and Technical Education programs, please see the BOCES website www.ouboces.org

The District will be able to move between each plan as needed based on the situation.

Remote/Hybrid Instruction

At any given time, the district may prompt short or long-term school closures. The district has developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment.

All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously. Asynchronous lessons will also be available in order to limit screen time for all learners. The typical school day is comprised of seven instructional hours per day.

Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, the Florida Union Free School District has collaborated with Orange-Ulster BOCES to ensure high school instructional plans are aligned. OU BOCES has developed models that ensure NYS learning Standards, applicable industry certification requirements, clinical and work based learning hours have been met. In addition, the plans follow all NYS/DOH health and safety guidelines and social distancing.

Special Education

The Florida Union Free School District reopening plan provides a framework to ensure that all students with disabilities continue to have a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the unique needs and prepare students for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, the plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of the District are available for all students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of

students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (synchronous, asynchronous, live-person, hybrid, or remote). The District will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (e.g. Related Services Log). The District will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

The District is committed to providing meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Further, regular communication will be maintained with parents/guardians and other family members of the student to ensure engagement in child(ren)'s education during the reopening process

The District will plan and support collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress and commitment to sharing resources.

The District will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to live, hybrid, and remote instruction, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration and the provision of compensatory services records.

Remote Services

Special education teachers and related service providers will utilize online platforms (e.g. Google Meet and Google Classroom), equal to their general education counterparts and as per the building schedule, to provide live remote learning opportunities and provide appropriate supportive activities and materials.

Special Education Programs

- Special Classes are separately scheduled classes that will run daily for the same allotted minutes as their regular education counterparts, whether in-person or remote.
- Consultant Teacher will continue to provide support for the student in the general education classroom, whether in-person or remote, as per the building schedule.
- Resource Room will continue to provide support in a smaller group setting, and will be grouped thoughtfully in-person based on cohorts and on minimizing movement. If remote, Resource Room will be provided in a small group online for support.
- Related Services (e.g. counseling, occupational therapy, speech therapy, physical therapy) will be provided and grouped, as appropriate, to maintain cohort groupings and minimize

movement. Individual sessions will be in an appropriate space with appropriate protections in place. If remote, related services will be provided online and with appropriate activities and supportive materials.

Out of District Students will follow the Reopening Plan of their respective placements. The District will have and communicate knowledge of these plans with families.

Bilingual Education and World Languages

The Florida Union Free School District provides world language instruction in Spanish, 7-12 and English as a New Language (ENL) instruction for ELLs/MLLs K-12. The District is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students, the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction will be provided. Further, regular communication with the parents/guardians and other family members of ELLs to ensure that engagement in their child(ren)'s education during the reopening process which includes telephone contact, text messages, social media, emails and regular mail in preferred language will be provided. All communications for parents/guardians of ELLs will be provided in the preferred language and mode of communication. The District utilizes OU BOCES regional translation service to assist with translation services. This service can translate live conversations as well as documents.

The District will provide professional learning opportunities that support best practices and equitable instruction for ELLs as well as general education students. The district also has access to the OUBOCES Professional Learning Catalog to support teachers to assure ENL and world language instruction is personalized and research-based.

In order to assure that students have opportunities to study world languages, the District is prepared to teach Spanish in the live in-person, hybrid, or remote format. With the support of OUBOCES, the District will provide professional learning opportunities to employees and the region that supports best practices in all three formats of instruction and cover equitable instruction for ELLs, SWDs, and general education students who are studying world languages.

APPENDIX 6: MEMORANDA OF UNDERSTANDING OR AGREEMENTS RELEVANT TO THE DISTRICT-WIDE SCHOOL SAFETY PLAN

AGREEMENT FOR THE PROVISION OF DEPUTY SHERIFFS AS SCHOOL SECURITY DEPUTIES

THIS AGREEMENT ("Agreement") dated as of July 1, 2024 is entered into by the COUNTY OF ORANGE, a municipal corporation organized and existing under the laws of the State of New York, with offices at 110 Wells Farm Road, Goshen, New York, 10924 ("County"), by and through its Orange County Sheriff's Office ("OCSO" and OCSO may be included in references to County), and FLORIDA UNION FREE SCHOOL DISTRICT, a municipal corporation organized and existing under the laws of the State of New York, with its principal offices located at 51 North Main Street, Florida, New York 10921 ("School District"). The County and School District are hereinafter individually referred to as a "Party" and collectively, the "Parties."

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

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

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

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

a. **Campus(es)**. One or more SSDs shall be assigned to each of the School District campus(es) listed on Schedule 3(a) annexed hereto and incorporated herein by reference (each a “**Campus**” and together, the “**Campuses**”).

b. **Schedule**.

i. **School Year; Service Dates and Times; Floor Plan**. County shall provide SSDs from September 1st through June 30th of each year during the Term (“**School Year**”) on such dates and at such times as designated by School District (“**Service Dates and Times**”). School District shall notify County annually in writing, through the OCSO SPOC (as defined in Section 5, below) of the Service Dates and Times for each School Year no later than the July 1st immediately preceding the start of that School Year (or upon full execution of this Agreement should full execution occur after July 1st of the year in which this Agreement is fully executed) and shall provide with each such notice an updated and legible floor plan of each Campus to which it requests County to provide SSDs hereunder. School District shall confirm in each such notice whether Services are requested on dates in which school is not in session, e.g., Superintendent’s Conference Days.

ii. **Summer Term**. In the event School District wishes to procure Services under this Agreement from July 1st through August 31st (“**Summer Term**”) of any year during the term of this Agreement, School District shall so notify County in writing, through OCSO SPOC no later than June 1st of each year in which School District desires Services for the Summer Term (or upon full execution of this Agreement should full execution occur after June 1st of the year in which this Agreement is fully executed), along with a list of the proposed Campuses, Service Dates and Times for such Services during the Summer Term. County shall review School District’s request and inform School District of its decision whether to provide Services during such Summer Term as soon as reasonably practicable. In the event the Parties agree for County to provide Services during a Summer Term, the Parties hereto shall memorialize their understanding in a signed addendum in substantially the form as annexed hereto as **Exhibit “A”** for each such Summer Term.

iii. **On-Campus Events**. In the event School District wishes to procure Services under this Agreement for any event to be held on a School District Campus for which one or more SSD(s) are assigned under this Agreement (“**On-Campus Event**”), School District shall so notify County of its request in writing, through OCSO SPOC at least thirty (30) calendar days in advance of such On-Campus Event, along with the proposed Service Dates and Times for such Services during the On-Campus Event. County shall review School District’s request and inform School District of its ability to provide the requested Services for the On-Campus Event as soon as reasonably practicable. In the event the Parties agree for County to provide Services during an On-Campus Event, the Parties hereto shall memorialize their understanding in a signed addendum in substantially the form as annexed hereto as **Exhibit “B”** for each such On-Campus Event.

iv. **Schedule Changes**. School District shall notify County in writing via the OCSO SPOC of all changes to Service Dates and Times, whether during a School Year or a Summer Term, as soon as reasonably practicable but in no event less than five (5) days in advance of the change, except in the event of an emergency or weather-related closing or delay, in which case School District shall make best efforts to notify County immediately. School District acknowledges and agrees that the SSD(s) assigned to the School District’s Campus(es) will work up to an eight (8) hour day unless the School District SPOC provides written notice to the OCSO SPOC by email of a change in the calendar as contemplated above. In the event School District desires that an SSD report to a Campus early before their normal start time, or stay on a Campus past their scheduled end time (either situation calling for the provision of “**Additional Time**” by County), School District must first contact County via the OCSO SPOC and obtain County’s approval for such Additional Time. In consideration of the limit

on work hours for SSDs described in Section 3(c), below, School District acknowledges and agrees that the provision of such Additional Time may result in County adjusting the number and identity of SSD(s) provided to School District during the biweekly pay period, as described herein, in which the Additional Time is incurred.

v. School District expressly acknowledges that time is of the essence with regard to the provisions of this Section 3(b) which impose time constraints on School District, and School District's failure to timely notice County in any of the circumstances described in this Section 3(b) may result in County's inability to perform under this Agreement. School District hereby expressly waives, and agrees to hold County harmless from, any and all claims and/or damages arising from County's inability to perform under this Agreement as a result of School District's failure to abide by the timeliness provisions in this Section 3(b), and acknowledges and agrees that County's inability to perform in such circumstance shall not be deemed a breach of this Agreement.

c. **Maximum Hours of Work; Breaks.** The Parties expressly acknowledge and agree that each of the SSDs shall be limited to working no more than thirty-eight (38) hours biweekly. During each day in which an SSD provides Services hereunder, such SSD shall be permitted to take such personal and meal breaks as required by applicable law.

d. **Non-Exclusivity.** The SSDs may perform other duties for the County and/or OCSO when not performing Services hereunder.

e. **Qualifications; Training.** The SSDs shall be sworn Deputy Sheriffs, and possess the requisite knowledge, experience, training, education, appearance, attitude, communications skills, and demeanor to perform the Services. OCSO shall provide in-service training to its SSDs to enable the SSD(s) assigned to the School District's Campus(es) to function efficiently. School District shall train the Deputy Sheriffs on school policies, Family Educational Rights and Privacy Act ("**FERPA**"), applicable regulations and procedures all as may be amended during the Term of this Agreement, and may provide training in other matters relating to students and their safety.

f. **Selection.** The SSD(s) will be chosen by the Orange County Sheriff (or his/her designee) and subject to removal for cause on mutual agreement of the School District and the OCSO in accordance with the terms and conditions of this Section 3(f). If the Superintendent of the School District (or his/her designee) is dissatisfied with the performance of an SSD's duties and/or responsibilities hereunder, the Superintendent of the School District shall first notify the Orange County Sheriff (or his/her designee) and request a meeting to discuss the basis of the dissatisfaction. If the issue(s) raised by the School District Superintendent are not satisfactorily resolved during this meeting, the Superintendent of the School District (or his/her designee) may request that another individual be assigned to serve in that position, which request will be accommodated if the OCSO's staffing can accommodate such reassignment; otherwise School District may terminate this Agreement for convenience in the manner provided for in Section 9(b) hereof.

g. **Employment Status; Discipline; Chain of Command of SSDs.** Each SSD is an employee of the County and remains responsive to the OCSO chain of command. SSDs are governed by Office Rules and Regulations relating to Orange County Deputy Sheriffs. The Orange County Sheriff (or his/her designee) will oversee all issues of discipline and hear all complaints with regard to individuals serving as SSDs. The County through OCSO possesses all authority with respect to the SSDs' employment status, under the civil service laws and the governing collective bargaining agreement(s). School District acknowledges and agrees that County, through OCSO, shall have the sole right to assign

SSD(s) hereunder, and that neither School District nor any of its employees or agents shall in any manner request or direct an SSD to perform Services under this Agreement.

h. Emergency Reassignments. In the event of an emergency, in the sole and absolute opinion of the Orange County Sheriff (or his/her designee), one or more of the SSDs assigned to provide Services to the School District under this Agreement may be temporarily removed from the School District Campus(es) to which they are assigned and reassigned elsewhere by the OCSO. In such circumstance, County, through OCSO, will use best efforts to replace such SSD(s) with (an)other SSD(s) to such School District Campus(es), and to limit the amount of time in which such reassigned SSD(s) remain off of the Campus(es) to which they are assigned. School District hereby expressly waives, and agrees to hold County harmless from, any and all claims or damages arising from the emergency removal or reassignment of any of the SSDs supplied hereunder and further acknowledges and agrees that no emergency removal or reassignment as described in this Section 3(h) shall be deemed a breach of this Agreement.

i. Tactical Weapons.

i. Issuance Of Weapons. OCSO may issue the Deputy Sheriffs tactical weapons for use while participating in the School Security Program. Such weapons will be maintained consistent with the OCSO Office's Rules and Regulations. County will maintain insurance coverage for the tactical weapons. Upon School District's written request, the County will provide School District with a certificate of insurance evidencing the insurance coverage for the tactical weapons.

ii. Documentation Related to Tactical Weapons. School District may request documentation regarding the tactical weapons, which documentation shall not be unreasonably withheld. Loading and unloading of the tactical weapons will be done only in designated areas by the Deputy Sheriff(s). The tactical weapons will be examined and cleaned at least once a month. If any problems with any of the tactical weapons are discovered during that examination, it will be immediately reported to the OCSO and School District. A full inspection of each tactical weapon will be conducted annually by a designee of the OCSO to determine its condition, safety, and reliability. Any tactical weapon found to be broken, worn or missing parts will be removed from service until repaired or replaced. Documentary proof of said monthly examinations and inspection shall be provided to School District upon its written request.

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

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

4. PAYMENT.

a. Compensation of SSDs by County. The County shall pay the SSDs all wages and/or fringe benefits earned by them as evidenced by records maintained in accordance with Section 4(c) of this Agreement

together with all taxes and other government mandated charges related to those wages and fringe benefits, if any. At all times during the Term (as defined in Section 8 hereof), the County shall be the sole employer of the SSDs. As the employer, the County will: (i) maintain all necessary personnel and payroll records for the SSDs; (ii) calculate their wages and withhold taxes and other government mandated charges, if any; (iii) remit such taxes and charges to the appropriate government entity; (iv) pay net wages and fringe benefits, if any, directly to the SSDs; and (v) provide workers' compensation, disability insurance, unemployment insurance and other insurance coverage to the extent and in such amounts as required by law or contract.

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

c. **Reimbursement for County Vehicle(s).** If School District requests one or more County vehicle(s) for use by the SSD(s) at the School District Campus(es) in accordance with Section 3(j), above, School District shall be responsible for, and shall reimburse County for all costs for the use and operation of such vehicle, which includes, but is not limited to, all costs associated with use, maintenance, fuel, and repairs ("**Vehicle Operational Costs**"). Reimbursement for such Vehicle Operational Costs shall be made by School District to the County net thirty (30) calendar days from receipt of invoice from the OCSO SPOC.

d. **Recordkeeping And Invoicing.**

i. **Timekeeping Records.**

1. **School District Timekeeping.** The School District shall maintain for its records a timekeeping system which tracks each SSD's time worked at the School District's Campus(es).

2. **Deputy Sheriff Reporting.** The County, through OCSO, will require each SSD to track their hours worked at the School District using Excel in a sheet approved by the OCSO, which Excel sheet will be emailed by each such SSD to their immediate supervisor in the OCSO, the OCSO SPOC and the School District SPOC on a biweekly basis consistent with the County's payroll periods.

3. **OCSO Invoicing of School District.** The OCSO SPOC or their designee will invoice the School District quarterly in arrears for all costs of the SSD Operational Costs and Vehicle Operational Costs incurred. Such invoices will be emailed by the OCSO SPOC to the School District SPOC.

5. **DESIGNATION OF SINGLE POINTS OF CONTACT.**

a. **School District Single Point of Contact.** School District hereby designates the following individual as the School District's administrative single point of contact ("**School District SPOC**"):

Name: Dr. Lisamarie Spindler
Title: Superintendent of Schools
Email: LSpindler@floridaufsd.org

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

Name: Diana Miller

Title: Sergeant

Email: OCSheriffSSD@orangecountygov.com

With CC to: Alicia Albertson at aalbertson@orangecountygov.com

Phone: 845-291-7913 [Desk] / 845-324-2160 [Cell]

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

6. **INSURANCE.** The School District and the County each agree to maintain during the Term of this Agreement, at their respective sole cost and expense, a general comprehensive liability insurance policy covering personal injury and property damage in the amount of FIVE MILLION (\$5,000,000.00) DOLLARS. Upon the written request of a Party, the other Party will provide certificates of insurance evidencing such coverage.

7. **INDEMNIFICATION.**

a. **By County.** To the fullest extent permitted by law, the County shall protect, indemnify and hold harmless the School District, its officers, employees and agents, from and against any and all liabilities, losses, claims, damages, judgments, penalties, causes of action, costs and expenses (including, without limitation, attorneys’ fees and expenses) imposed upon, or incurred by, or asserted against School District, resulting from, arising out of, or relating to the County’s performance of this Agreement, except when such liabilities, losses, claims, damages, judgments, penalties, causes of action, costs and expenses arise solely out of the conduct or omission of School District, its employees and agents.

b. **By School District.** To the fullest extent permitted by law, School District shall protect, indemnify and hold harmless the County, its employees and agents, from and against any and all liabilities, losses, claims, damages, judgments, penalties, causes of action, costs and expenses (including, without limitation, attorneys’ fees and expenses) imposed upon, or incurred by, or asserted against the County, resulting from, arising out of, or relating to the School District’s performance of this Agreement, except when such liabilities, losses, claims, damages, judgments, penalties, causes of action, costs and expenses arise solely out of the conduct or omission of the County, its employees and agents.

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

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

9. **TERMINATION.**

a. **Termination for Cause.**

i. **Default; Opportunity to Cure.** If either Party fails to perform, keep or observe any material term, provision, condition, covenant or agreement of this Agreement, the other Party may consider that Party to be in default (unless a Force Majeure causes the failure as contemplated by Section 11(c) of this Agreement) and may assert a default claim by giving the defaulting Party a written and detailed notice of default delivered in the manner provided for in Section 11(a) hereof. Except for a default by School District for failing to timely pay any amount when due under this Agreement, which the School District shall have ten (10) calendar days after delivery of the written notice of default for non-payment to cure, the defaulting Party will have thirty (30) calendar days after delivery of the notice of default in accordance with Section 11(a) hereof to cure said default. If the default is not curable within thirty (30) calendar days after delivery of the notice of default, the defaulting Party must provide the other Party with a written and detailed cure plan, which plan shall be delivered in the manner provided in Section 11(a) hereof. The defaulting Party will begin implementing the cure plan immediately after delivery of written notice (with delivery being determined in accordance with Section 11(a) hereof) by the non- defaulting Party that it approves the plan. In the event the Parties cannot agree upon a cure plan despite good faith efforts, the non-defaulting Party may deliver in the manner provided for in Section 11(a) hereof a written notice of termination effective ten (10) calendar days from the date of delivery (with delivery being determined in accordance with Section 11(a) hereof).

ii. **Failure to Cure; Termination for Default.** If the defaulting Party fails to cure the default as provided in Section 9(a)(i) above, unless otherwise agreed to in writing signed by both Parties, the non-defaulting Party may immediately terminate this Agreement.

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

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

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

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

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

11. **GENERAL PROVISIONS.**

a. **Notice Provision.** Except for those communications exchanged between the School District SPOC and the OCSO SPOC as contemplated herein, all notices, consents, demands, requests, approvals, or any other communications required or permitted to be given under this Agreement by one Party to the other Party shall be made in writing, and shall be deemed to have been given on the date of delivery

or refusal if personally served on the Party to whom notice is to be given; or on the next business day, if sent prepaid to the Party to whom notice is to be given, by overnight mail from a nationally recognized private courier providing evidence of receipt and properly addressed; or on the third business day after mailing, if mailed to the Party to whom notice shall be given by First Class, Certified Mail, postage prepaid and properly addressed to the following:

If to School District:

FLORIDA UNION FREE SCHOOL DISTRICT
51 N Main St
P.O. Drawer 757
Florida, New York 10921
Attn: Superintendent of Schools

If to County:

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

With a copy to:

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

and/or to such other addresses and/or addressees as may be designated by notice given in accordance with the provision of this Section 11(a).

b. Compliance With Laws.

i. Applicable Laws. In connection with the performance of this Agreement, the County and School District will comply with all applicable laws, regulations and orders, including, but not limited to, equal employment opportunity laws and regulations, the Fair Labor Standards Act, Education Law, and Labor Law of the State of New York, all as may be amended during the Term.

ii. Confidentiality Laws. In connection with the performance of this Agreement, the County and School District will comply with all applicable federal and state confidentiality statutes, including, but not limited to, FERPA and Section 2-d NYS Education Law and each of their implementing regulations, to the same extent that FERPA and Section 2-d must be complied with by School District. School District acknowledges and agrees that County's adherence to FERPA, Section 2-d, school policies, applicable regulations and procedures and other matters relating to students, their privacy and their safety, is conditioned on School District's proper training on those subjects as described in Section 2(e), above. The obligation to preserve the confidentiality of student information shall survive the expiration or termination of this Agreement.

- c. **Force Majeure.** A Party shall not be liable for any failure of or delay in the performance of this Agreement for the period that such failure or delay is due to causes beyond its reasonable control, including but not limited to acts of God, war, strikes or labor disputes, embargoes, government orders or any other force majeure event.
- d. **No Assignment.** Neither Party shall assign, transfer, subcontract, or convey any of its rights, obligations, or interests under this Agreement without the prior written consent of the other Party, which consent shall not be unreasonably withheld or delayed. Copies of all documentation pertaining to any assignment, transfer, subcontract, or conveyance of this Agreement shall be provided to the other Party. Any assignment, transfer, subcontract, conveyance, or other disposition without such prior written consent shall be void.
- e. **Waiver.** The failure of either Party to insist in any one or more instance upon the strict performance of any one or more of the obligations under this Agreement, or to exercise any election herein contained, shall not be construed as a waiver or relinquishment for the future of the performance of such one or more obligations of this Agreement or of the right to exercise such election, but the same shall continue and remain in full force and effect with respect to any subsequent breach or omission.
- f. **Severability.** In the event any provision of this Agreement shall be or become invalid under any provision of federal, state or local law, such invalidity shall not affect the validity or enforceability of any other provision hereof.
- g. **Headings For Reference Only.** Headings and subheadings in this Agreement are included for convenient of reference only and shall not be considered in construing the corresponding text of this Agreement.
- h. **Amendments.** This Agreement may only be modified by mutual consent of the County and School District, and any such modification shall be in writing.
- i. **Governing Law; Venue.** This Agreement shall be governed by the laws of the State of New York. Any and all disputes involving this Agreement, including the breach or alleged breach thereof, may not be submitted to arbitration unless specifically agreed thereto in writing by the Parties, but must instead only be heard in the Supreme Court of the State of New York, with venue in Orange County or if appropriate, in the Federal District Court with venue in the Southern District of New York, White Plains division.
- j. **Entire Agreement.** This Agreement constitutes the entire agreement of the Parties concerning the subject matter hereof and all previous communications between the Parties, whether written or oral, with reference to the matter of this Agreement, are hereby superseded.
- k. **Signatures.** A manually signed copy of this Agreement delivered by facsimile, email, or other means of electronic transmission shall be deemed to have the same legal force and effect as delivery of an original signed copy of this Agreement.

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

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

By: _____
Name: Dr. Lisamarie Spindler
Title: Superintendent of Schools
Date: _____



Schedule 3(a)

Campus Name	Address

DRAFT

EXHIBIT A

Summer Term Addendum

Per the terms of Section 3(b)(ii) of the Agreement, School District and County shall enter into a Summer Term Addendum for each Summer Term in which School District requests, and County agrees to provide, Services under the Agreement.

A form Summer Term Addendum for this purpose is on the following page.

DRAFT

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

THIS ADDENDUM (“Addendum”) dated as of _____, 20__ is entered into by the COUNTY OF ORANGE, a municipal corporation organized and existing under the laws of the State of New York, with offices at 110 Wells Farm Road, Goshen, New York, 10924 (“County”), by and through its Orange County Sheriff’s Office (“OCSO” and OCSO may be included in references to County), and _____, a municipal corporation organized and existing under the laws of the State of New York, with its principal offices located at _____ (“School District”) in connection with that certain Agreement for the Provision of Deputy Sheriffs as School Security Officers dated as of July 1, 2024 (“Agreement”). The County and School District are hereinafter individually referred to as a “Party” and collectively, the “Parties.” All other defined terms used herein shall have the meaning ascribed to them in the Agreement, unless otherwise noted herein.

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

Campus Name	Address

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

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

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

COUNTY OF ORANGE

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

By: _____
Name: _____
Title: _____
Date: _____

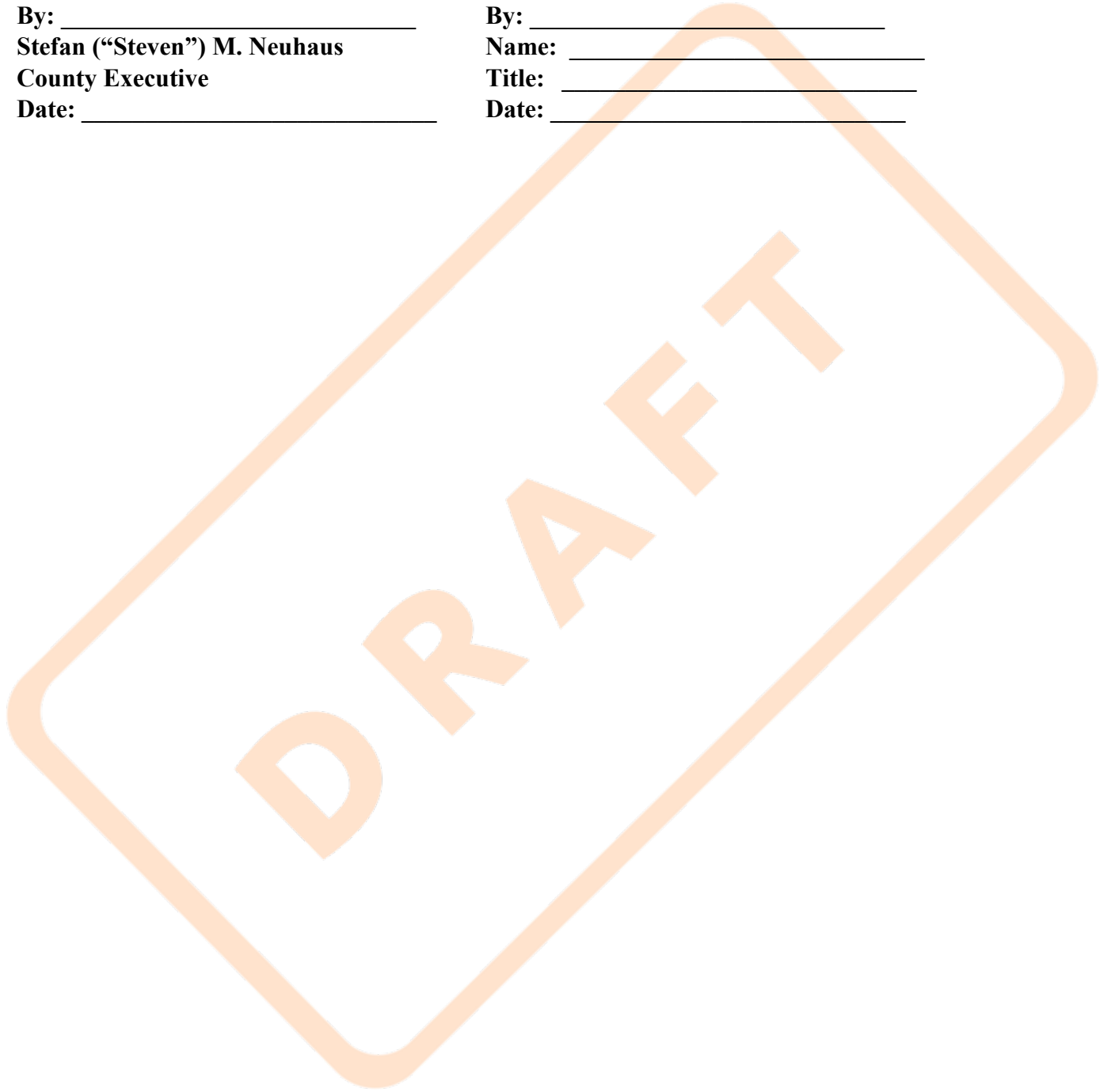


EXHIBIT B

On-Campus Event Addendum

Per the terms of Section 3(b)(iii) of the Agreement, School District and County shall enter into an On-Campus Event Addendum for each On-Campus Event (or for each series of On-Campus Events) in which School District requests, and County agrees to provide, Services under the Agreement.

A form On-Campus Event Addendum for this purpose is on the following page.

DRAFT

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

THIS ADDENDUM (“Addendum”) dated as of _____, 20__ is entered into by the COUNTY OF ORANGE, a municipal corporation organized and existing under the laws of the State of New York, with offices at 110 Wells Farm Road, Goshen, New York, 10924 (“County”), by and through its Orange County Sheriff’s Office (“OCSO” and OCSO may be included in references to County), and _____, a municipal corporation organized and existing under the laws of the State of New York, with its principal offices located at _____ (“School District”) in connection with that certain Agreement for the Provision of Deputy Sheriffs as School Security Officers dated as of July 1, 2024 (“Agreement”). The County and School District are hereinafter individually referred to as a “Party” and collectively, the “Parties.” All other defined terms used herein shall have the meaning ascribed to them in the Agreement, unless otherwise noted herein.

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

Campus Name	Address

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

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

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

COUNTY OF ORANGE

By: _____

Stefan ("Steven") M. Neuhaus

County Executive

Date: _____

By: _____

Name: _____

Title: _____

Date: _____

DRAFT