

Cornwall Central School District District Wide Safety Plan 2025-2026



“Striving for Excellence Every Day”

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Section I: General Considerations and Planning Guidelines

Purpose and Scope

The District-Wide School Safety Plan for Cornwall Central School District is a comprehensive strategy designed to prevent and manage emergencies and violent incidents within district schools. It outlines how the district prepares for, responds to, and recovers from crisis situations, with the primary goal of ensuring the safety of students, staff, and visitors. This plan was originally adopted by the Board of Education in 1990 and has been revised and updated over time.

The Cornwall Central School District-Wide Safety Plan establishes a comprehensive framework for maintaining a safe and secure learning environment for all students, staff, and faculty throughout the district. This plan serves as the foundation for the development of individual Building-Level Emergency Response Plans for each school within the district. Ensuring school safety is a shared responsibility that involves all members of the school community. Through collaboration with local law enforcement, fire departments, emergency responders, and other key stakeholders, Cornwall Central School District is committed to a unified and proactive approach to emergency preparedness. Regular drills, planning exercises, and ongoing communication help reinforce our coordinated response strategies.

This District-Wide Safety Plan reflects the unique needs and structure of all Cornwall CSD schools and aligns with more detailed building-specific emergency plans. Together, these plans provide the direction and readiness required to respond effectively to a wide range of emergencies.

District Profile & Facilities

- **Student Enrollment:** As of June 2025
CCHS - Enrollment 1006
CCMS - Enrollment 909
CES - Enrollment 592
COH - Enrollment 238
WAE - Enrollment 235
- **Staff/Faculty:** Approximately 500 total composed of teachers, clerical, custodial, admin paraprofessionals, and specialists.
- **Facilities:** 3 elementary schools, 1 middle school, 1 high school, district offices, and a maintenance building

Geographic Area: Located in Orange County, NY, the district encompasses the Town and Village of Cornwall, Cornwall-on-Hudson, and parts of New Windsor, Woodbury, and Highland Mills.

Section II: Plan Development and Oversight

Plan Development and Review Process

The Cornwall Central School District-Wide School Safety Plan has been developed in accordance with New York State Education Law §2801-a and Commissioner's Regulation 155.17. This plan serves as the foundational framework for safety and emergency response practices across the district and aligns with individual Building-Level Emergency Response Plans (BLERPs). District-Wide School Safety Plan Requirements

As required by New York State Education Law and Commissioner's Regulation 155.17, the Cornwall Central School District maintains a comprehensive District-Wide School Safety Plan. This plan is designed to prevent and minimize the impact of emergencies and violent incidents, while facilitating effective coordination with local and county agencies during such events.

The District-Wide School Safety Plan outlines prevention, response, and recovery procedures for all schools within the district. It is reviewed annually by the District-Wide School Safety Team, with updates made as needed. Prior to its adoption each year, the plan is made available for public comment and is approved by the Board of Education, after which it is posted to the district website and submitted to the New York State Education Department (NYSED).

Commitment to Safety

The district collaborates with law enforcement, emergency responders, public health officials, and community stakeholders. Regular drills, clear communication, and ongoing training foster a culture of preparedness.

Development

- The plan is reviewed and developed by the District-Wide School Safety Team
- The plan integrates feedback from local police, fire departments, EMS, and our School District representatives.
- Input from mental health professionals and special education staff is also incorporated to ensure the plan supports the needs of all students.

Review and Updates

- The District-Wide School Safety Team reviews the plan annually, with revisions made based on:
 - Updates in New York State law or regulation
 - Lessons learned from drills, incidents, or debriefings
 - Results of building safety audits and risk assessments
 - Input from school community stakeholders
- Building-Level Emergency Response Plans are reviewed concurrently to ensure alignment with district-wide procedures and Incident Command System (ICS) structure.

NYSED Compliance Checklist

Requirement	Action Required	Date	
Safety Team Appointed	Board of Education appointment	6/16/25	<input type="checkbox"/>
Chief Emergency Officer (CEO) Appointed	District CEO assigned	6/16/25	<input type="checkbox"/>
Annual Plan Review	District-Wide Safety Team conducted annual review	5/29/25	X
Public Comment Period (Original Plan)	Public comment start: Start: 6/16/25 End: _____		<input type="checkbox"/>
Public Hearing (Original Plan)	Hearing date: 6/16/25		<input type="checkbox"/>
NYSED Public Comment Period (Revisions)	Start: 6/16/25 End: _____		<input type="checkbox"/>
NYSED Public Hearing (Revisions)	Hearing date: _____		<input type="checkbox"/>
Plan Submission to NYSED	Submitted via Business Portal	_____	<input type="checkbox"/>
Plan Posted on Website	First posted: _____		<input type="checkbox"/>
Plan Reposted with Revisions	Revised posting date: _____		<input type="checkbox"/>
Staff Training on Emergency Procedures	Training completed by: September 15	_____	<input type="checkbox"/>



Section III: Concept of Operations

The Cornwall Central School District Safety Team and the District Health and Safety Committee are responsible for the regular review and necessary revisions of the District-Wide Safety Plan. At the building level, designated emergency response committees will implement and review each Building-Level Emergency Response Plan.

In the event of an emergency or violent incident, the initial response will come from the Building Emergency Response Team. A member of that team will promptly notify the Superintendent's Office and, when appropriate, alert local emergency responders. If an incident extends beyond a single school, the District Safety Team will be activated to coordinate district-wide response efforts.

Emergencies are defined as unplanned events that can cause harm or disrupt the educational process. These may include incidents ranging from harassment or bullying to large-scale natural or man-made disasters. In accordance with New York State's Safe Schools Against Violence in Education (SAVE) Law, this plan addresses prevention, response, and recovery protocols for a wide variety of emergency scenarios.

The development of this safety plan included valuable input from the New York State Police, Orange County Sheriff's Department, Town of Cornwall Police, as well as local fire and EMS agencies. Cornwall CSD will continue to collaborate with these partners and seek additional support from county and state agencies to enhance our safety efforts.

Proactive prevention and planning measures help reduce the likelihood of emergencies and ensure that the district is equipped to manage them effectively when they do occur. As mandated by New York State, both District-Wide and Building-Level safety plans are developed and maintained to mitigate the impact of emergencies, streamline response efforts, and promote coordination with regional resources.

SAVE Legislation Overview

The Safe Schools Against Violence in Education (SAVE) Act, enacted by the New York State Legislature in 2000, establishes a comprehensive framework to improve school safety and prevent violence in educational settings. Codified in Education Law §2801-a and Commissioner's Regulation 155.17, the SAVE Act mandates that each school district in New York State develop a District-Wide School Safety Plan and Building-Level Emergency Response Plans to ensure the protection of students, staff, and visitors.

The key goals of the SAVE legislation include:

- Reducing the risk of violence and disruption in schools.
- Enhancing school preparedness for a wide range of emergencies.
- Promoting a safe and secure learning environment for all.
- Facilitating effective collaboration between schools, emergency responders, and local law enforcement agencies.



Section IV District Emergency Response Team and Health and Safety Committee

Identification of the District- Wide Safety Team

The Cornwall Central School District-Wide Safety Plan was developed in accordance with Commissioner's Regulation 155.17, by a safety planning team appointed by the Board of Education. This team includes representation from the Board, school administrators, teachers, parents, students, school safety personnel, and additional staff members. The District Health and Safety Team meets regularly throughout the year to review, assess, and update the safety plans to ensure they remain current and effective in addressing evolving safety concerns across the district.

The Safety Plan is reviewed annually and is aligned with both FEMA and New York State guidance. Updates are informed by recent incidents, safety audits, and lessons learned from training and real-world emergencies.

The Cornwall Central School District is committed to providing a safe, supportive, and inclusive learning environment for all students, staff, and visitors. The district believes that every individual has the right to attend school in a setting that promotes physical and emotional well-being, free from threats, violence, and disruption.

The goals of this are to:

- Prevent and reduce the risk of school violence, bullying, and emergencies.
- Promote a culture of preparedness, respect, and accountability across all schools.
- Ensure timely, effective response and recovery from emergencies through collaboration with local and county emergency responders.
- Foster open communication between students, families, staff, and community partners regarding safety concerns and proactive reporting.
- Support the social, emotional, and mental health needs of students and staff as part of a comprehensive approach to school climate and safety.

Cornwall Central School District affirms that school safety is a **shared responsibility** that requires coordination among educators, support personnel, law enforcement, parents, students, and community members. The district encourages all members of the school community to actively participate in maintaining a safe and secure environment through vigilance, engagement, and adherence to established protocols.

Through continuous training, emergency planning, and evaluation of practices, the district remains committed to improving its safety measures and ensuring that all schools remain places where students can thrive, learn, and succeed.

Identification of Chief Emergency Officer (CEO)

The designated Chief Emergency Officer for Cornwall Central School District is:
Interim Superintendent Megan Argenio

The CEO is responsible for coordinating safety and emergency planning efforts across the district. Key responsibilities may include:

- Serving as the liaison between school staff, law enforcement, and first responders
- Leading the development, implementation, and annual update of the District-Wide School Safety Plan
- Ensuring coordination and alignment of the District-Wide Plan with individual Building-Level Emergency Response Plans
- Overseeing staff training related to safety procedures, emergency response, and school violence prevention
- Supporting the selection and implementation of security-related technologies
- Ensuring the completion of required lockdown and evacuation drills in accordance with Education Law §807
- Confirming that Building-Level Plans are updated annually and submitted by deadlines established by NYSED
- Overseeing protocols for declared disaster emergencies, including communicable disease response planning as outlined in Section 27-C of the New York State Labor Law

The Cornwall Central School District Emergency Response Team (DERT) serves as the central coordination body in the event of an emergency impacting one or more school buildings. This team supports both district-wide coordination and building-level response efforts to reduce trauma and restore educational continuity.

Primary functions of the DERT include:

- Assessing and classifying the level of emergency
- Supporting Building Emergency Response Teams (BERTs) with:
 - Resource allocation (equipment, personnel)
 - Staff reassignment (e.g., substitute coverage, counselors)
 - Site security and coordination with emergency responders
 - Media and communication management
- Coordinating response across multiple buildings or districtwide incidents
- Acting as the liaison with:
 - Law enforcement
 - Fire and EMS agencies
 - County and regional partners
 - Component districts and BOCES
- Managing:
 - Legal and safety considerations

- Specialized equipment and logistical needs
- Public and media communication
- Planning and preparedness:
 - Conducting drills
 - Educating students, staff, and parents
 - Training and plan dissemination

2025-2026 Health and Safety District Wide Committee			
Chief Emergency Officer (DO)	Interim Superintendent Megan Argenio	High School Assistant Principal (CHS)	Mark Ray
Assistant Superintendent for Business (DO)	John Fink	Director of Pupil Personnel Services (District)	Nicole Triassi
Teacher/CCTA President (CHS)	John Hines	Director of Food Services (District)	Amy Bishopp
Director of Health, Safety and Aquatics (District)	Amanda Zampini	Cornwall Elementary School Assistant Principal (CES)	Matthew Tramonte
Director of Facilities (District)	Walter Moran	Teacher (COH)	Tina Vredenburg
Director of Technology (District)	Sean Daneshvar	Nurse (COH)	Jessica OConnor
Director of Athletics (District)	Jason Semo	Nurse (CHS)	Audiene Komondorea
Middle School Principal/ Administrative Unit President (CMS)	Kate Pumbo	Technology Integration Specialist (CES)	Kristen Jados
School Psychologist (CMS)	Deanna Lomino	Speech Language Pathologist (WAE)	Natalia Jennings
Maintenance Mechanic	Matt Weddell (B+G)	Clerical (WAE)	Kathlin Kear
Community Member/Parent PTA/PTO Rep	Rachel Dass	Chief of Police Town of Cornwall	Joseph Gebert
BOE Representative	TBD		

Coordination and Use of District Resources During Emergencies

In an emergency requiring district-level coordination, the Cornwall Central School District Emergency Response Team (DERT) will be activated. The Superintendent of Schools (or designee) will serve as Incident Commander and will oversee the deployment of district resources in alignment with the Incident Command System (ICS) framework.

If the Emergency Response Team is not activated, emergency coordination will be managed directly through the Superintendent's Office, in consultation with relevant department leaders.

District Resource Coordination Includes:

- **Director of Facilities**
Oversees the deployment of custodial and maintenance staff, facility access, utilities, and heavy equipment as needed.
- **Building Administrators**
Coordinate the use of school-based support staff, including clerical teams, aides, and hall monitors.
- **Director of Technology**
Manages the use of computer systems, internal networks, communication tools, and related technology necessary for emergency response.
- **Director of Health, Safety and Aquatics**
Coordinates emergency response planning and training, ensures regulatory compliance with health and safety protocols, and serves as a liaison with first responders and emergency management teams.
- **Health and Safety Personnel**
Each building maintains a list of staff trained in **CPR, AED use, and First Aid**, and emergency response (BERT Team members).
- **Emergency Supplies**
All district buildings are equipped with critical emergency supplies, including but not limited to:
 - Flashlights
 - Two-way radios
 - Fire extinguishers
 - AEDs and First Aid kits
 - Cell phones and emergency contact rosters
 - Public address (PA) systems and notification tools

Incident Command System (ICS) Roles and Responsibilities

Cornwall Central School District follows the Incident Command System (ICS) model, which ensures clear roles, responsibilities, and communication during emergency situations.

Key ICS Roles in the District Emergency Response:

- **Incident Commander**
Responsible for setting emergency objectives, priorities, and overall response coordination. Maintains safety, directs all ICS functions, and serves as the primary liaison with outside agencies.
- **Safety Officer**
Monitors conditions during the emergency and develops strategies to ensure the safety of all response personnel and occupants.
- **Liaison Officer**
Coordinates with external agencies providing emergency support (e.g., Red Cross, local government, county services).
- **Public Information Officer**
Acts as the official spokesperson for the district. Coordinates all communication with media, families, and staff, ensuring accurate and timely updates.

Response Structure

- **BERT** (Building Emergency Response Team): Manages school-level incidents
- **DERT** (District Emergency Response Team): Activated for district-wide or multi-building incidents

Emergency Types Covered

- Medical emergencies
- Active threats
- Natural disasters
- Infrastructure/public health failures
- Environmental hazards

Collaborating Partners

- NY State Police, local PD, fire/EMS
- BOCES and county/state emergency networks

Purpose and Function of the District Emergency Response Team (DERT)

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 - Site security and coordination with emergency responders
 - Media and communication management
- Coordinating response across multiple buildings or districtwide incidents
- Acting as the liaison with:
 - Law enforcement
 - Fire and EMS agencies
 - County and regional partners
 - Surrounding School Districts and BOCES
- Managing:
 - Legal and safety considerations
 - Specialized equipment and logistical needs
 - Public and media communication
- Planning and preparedness:
 - Conducting drills
 - Educating students, staff, and parents
 - Training and plan dissemination



Section V: Key Safety Components

Crisis Categories

- Non-Emergency
- Medical Emergency
- Critical Incident
- External Threat
- Infrastructure/Natural Disaster

Security Measures

- Designated point-of-entry at all buildings
- Visitor sign-in/screening
- Security guards, surveillance, access control

Prevention Programs

- Bullying, suicide, gang, and drug prevention
- Positive Behavior Interventions and Supports and Social-Emotional Learning

Reporting and Communication

- Reporting systems and reinforcing the importance of students “Trusted Adults”.
- Law enforcement notified for criminal and/or threatening acts of violence.

Continuous Improvement Commitment

- Annual staff safety training
- Feedback-driven plan updates
- Drills and audit-based revisions
- Public safety partnerships

Description of Duties – Security Personnel

In Cornwall Central School District, contracted security personnel play a vital role in supporting a safe and secure environment for students, staff, and visitors.

Security personnel responsibilities include, but are not limited to:

- Patrolling assigned areas on foot to maintain safety and ensure the security of individuals, facilities, and equipment.
- Inspecting building access points (e.g., doors, windows, gates) to confirm they are secured and monitoring facilities during off-hours for unauthorized access or suspicious activity.
- Addressing rule violations, including loitering, smoking, or possession of prohibited items, and warning individuals of infractions.
- Providing escorts for students, visitors, staff, and faculty as needed, including lockout support and general information assistance.

- Monitoring for safety hazards or irregularities, including breaches of security, facility risks, or emergency situations, and contacting appropriate emergency services (police, fire, EMS) when necessary.
- Remaining vigilant for unauthorized individuals and suspicious behavior; engaging appropriately or contacting law enforcement as needed.
- Patrolling and supervising school parking areas, providing security and public assistance as needed.
- Assisting with student arrival and dismissal, including supervision at building entrances and exits.
- Supporting traffic flow and control during high-volume times or school events.

Important Community and County Safety Contact Information

Agency	Primary Contact	Number
Town of Cornwall Police	Chief Joseph Gebert	845 534 8100
Town of New Windsor Police	Deputy Chief Brian Hollifield	845 565 7000
Village of Cornwall-on-Hudson	Chief Steve Dixon	845 534 8100
Orange County Sheriffs Office	Sergeant Brian Kelly	845 291 4033
Town of Cornwall Highland Engine Fire Department	Chief Patrick Hines	845 534 9550
Vails Gate Fire Department	Chief John Rindt	845 561 5511
Storm King Fire Department	Chief Mike Trainer	845 629 1419
Orange-Ulster BOCES Health and Safety Department	Anthony Weed Coordinator of Safety	845 781 4887
West Point Tours		845 879 6447
Orange County Dispatch		845 615 0400
Cornwall Office of Emergency Management	Director Kurt. Hahn	845 534 8100
Commissioner of Emergency Services	Peter Cirigliano	845 615 0500
Deputy Commissioner of Emergency Services	Robert Doss Office	845 615 0564
Orange County Executive	Steven M. Neuhaus Office	845 291 2700
Orange County Crisis Call Center	Lacey Trimble	845 291 2600
State Trooper School Community Outreach Coordinator	Brandon Arroyo	845 494 7968



Section VI: Readiness and Risk Reduction

District-Wide Prevention Initiatives

Effective violence prevention requires a comprehensive, community-wide approach. Cornwall Central School District collaborates closely with students, families, faculty, school administrators, mental health professionals, law enforcement, emergency responders, security personnel, Board of Education members, and local organizations to build a strong, proactive safety network.

School administrators and educators have adopted and implemented programs that promote inclusion, reduce social isolation, and foster mutual respect. These efforts are designed to strengthen students' self-worth and encourage a positive school climate. Risk prevention and intervention efforts are continuous and include actions taken before emergencies occur, with the goal of reducing the likelihood or impact of potential incidents.

Purpose of Readiness and Risk Reduction

Readiness involves proactive efforts to prevent emergencies and reduce risks in school environments. Cornwall Central School District implements a wide range of initiatives aimed at preparing staff and students, improving communication, enhancing security measures, and partnering with local agencies to ensure safety and well-being.

Prevention and Program Initiatives

Creating a safe and respectful culture is a core strategy to reduce risk. The district offers age-appropriate programs that foster inclusion, respect, and mental wellness across all grade levels:

Code of Conduct

The school district developed the "Code of Conduct" to explain the expectations on behavior while at school, on school property or at school events. Visit www.cornwallschools.com; parents, code of conduct & compliance notice for more information.

Elementary Programs

- DBT Classes
- Anti-Bullying Murals
- Monthly Character traits Bulletin Boards
- Red Ribbon Week
- Morning Opening Character Traits "Character Building"
- Random Acts of Kindness Program
- Best Buddies Program; Inclusion Training

- Daily Mindfulness
- PBIS Program

Middle School Programs

- Anti-bullying posters created by 7th grade health classes
- Striving for Excellence awards
- Autism Awareness activities
- Guidance counselor has annual one-on-one counseling session with every student
- Student mediation meetings
- Weekly Team meetings with administrator and counselor to discuss students progress and any concerns
- Sojourner Truth Nominations
- Monthly character themes and push-in lessons
- DBT
- Assemblies

High School Programs

- Safe School Ambassadors: Harnessing Student Power To Stop Bullying And Violence
- Students see hear and know things that adults don't, and can intervene in ways adults can't.
- Students influence – and can change – the social norms that make bullying and violence acceptable and allow these incidents to occur

Staff Training Includes:

- DASA compliance (Dignity for All Students Act)
- Mandated reporter training (suspected abuse/maltreatment)
- Mental health awareness via the CARE model (Conscious, Alert, Refer, Everyone cares)

Bullying Prevention Support

- Guidance for identifying, reporting, and addressing bullying behaviors is widely available to students and families.
- Tips are provided for students, witnesses, and parents to address bullying incidents compassionately and effectively.

Bullying Response

- Identification and reporting protocols
- Support for all involved parties

Facility Safety

- Daily safety checks, annual inspections, classroom visual inspections
- Fire Safety Inspections

- Law enforcement/BOCES security audits

Emergency Kits

- Go Bags in all buildings
- Back-up kits for district and police use



Section VII: Emergency Response Protocols

The Standard Response Protocols and Additional Protocols

- Lockdown
- Secure Lockout
- Hold-in-Place
- Shelter-in-Place
- Evacuation
- Early / Late Dismissal
- Onsite Reunification
- Offsite Reunification

Training, Drills, and Exercises:

Drills are conducted to ensure preparedness and familiarity with emergency protocols.

These include:

1. Emergency Drills (12 per year):

- At least 4 Lockdown Drills (2 completed prior to December 31) complete during different times.
- At least 8 Evacuation Drills, with 4 using secondary means of egress and during different times (6 Evacuation Drills completed by December 31)
- 8 evac/lockdown drills are completed by December 31
- Secure Lockout Drills: Each school should conduct two (2) lockout drills per year to practice procedures for exterior threats.
- Shelter-in-Place Drills: Each school should conduct two (2) shelter-in-place drills annually to prepare for weather or environmental hazards.
- Hold – in- Place Drills: Each school should conduct two (2) Hold-In-Place drills annually to prepare for emergencies where the hallways need to be cleared and classroom activity can resume as normal.

2. Bus Evacuation Drills: 3 annually per building

- 3. Additional Drills/Exercises:** May be scheduled at the discretion of building administrators to address identified needs or reinforce emergency procedures.
- Parent/Guardians receive notification of drills within one week of the drill.
 - Drills are to be conducted in a trauma appropriate manner.
 - Drills are conducted at varying times of the school day including during lunch and recess.
 - Pupils are trained on evacuation during lunch and assemblies.

4. Summer School Drills:

- 2 Evacuation Drills, with at least 1 in the first week

5. Annual Emergency Dismissal Drill:

- This drill tests the district's procedures for early release, occurring no earlier than 15 minutes before the regular dismissal time. Tests district-wide emergency communication and evacuation systems
- Parents/guardians receive 1-week prior notice

6. Tabletop Exercises:

- Conducted with district staff, law enforcement, and emergency responders
- Facilitates review of roles and responsibilities through scenario-based discussions

7. Full Participation Drills:

- Involve students and staff
- Utilize building facilities to simulate responses
- Provide hands-on experience for all involved

Drill Guidelines

Drills must be conducted in a trauma-informed, developmentally appropriate manner.

Drills Should:

- Occur only after annual safety training.
- Be held on varied days and times.
- Not simulate actual emergencies.
- Not use props, actors, or simulations.
- Never be referred to as "Active Shooter Drills" or cause fear of real danger.

Emergency Drills and Training Protocols

In accordance with Section 807 of New York State Education Law, all pupils in the Cornwall Central School District receive instruction on how to safely and efficiently exit school buildings in the shortest possible time, without confusion or panic. This instruction is delivered through structured evacuation drills and rapid dismissals.

Post-Drill Review and Communication

- Following each drill or exercise, school leadership conducts a debrief and review to evaluate the effectiveness of procedures, identify areas for improvement, and determine further training needs.

Cornwall Central School District remains committed to providing a safe and supportive learning environment through comprehensive emergency preparedness, community collaboration, and adherence to all applicable state regulations.

Training and Implementation

- **Staff Training:** By **September 15** of each school year, all district personnel must complete training on the core components of the District-Wide Safety Plan and Building-Level Emergency Response Plans.
 - Training includes protocols for requesting assistance, understanding emergency roles, and familiarization with available communication systems.
 - New staff members receive training as part of the onboarding process or within 30 days of hire, whichever comes first.

After-School Program Responsibilities

- **Site Supervisor (Program Lead):**
Acts as the primary point of contact, initiates SRP response, contacts emergency personnel, and communicates with building administration and parents if needed.
- **All Staff:**
 - Review SRP procedures at the start of each session.
 - Know the location of emergency supplies, AEDS, first aid kits, and evacuation routes.
 - Keep rosters up to date and take attendance at the start of programming and during any emergency.

Communication & Drills:

- Staff must have access to phones or two-way radios to communicate with the main office or 911.
- Suggested to have one safety drill (lockdown or evacuation) practiced with after-school program staff per semester.

Additional Notes:

- All after-school staff should be trained annually on SRP and the building-level Emergency Response Plan.
- In the event of an actual emergency, parents will be notified through the district's official communication systems.
- If reunification is necessary after hours, the **Standard Reunification Method** will be used at the designated reunification site. Site leads should have access to reunification cards and checklists.



Section VIII: Recovery and Post-Crisis Support

Recovery Phase

Recovery efforts begin as soon as the immediate threat has been mitigated. Cornwall Central School District is committed to providing emotional, operational, and logistical support to any affected school community following a crisis. Recovery is the final phase of the school safety planning process and focuses on restoring a sense of normalcy while supporting the academic and emotional needs of students, staff, and families.

These efforts are coordinated by the district in collaboration with building leaders, local agencies, and community partners to ensure that recovery is timely, student-centered, and trauma-informed. The overarching goal is to reestablish a safe, supportive environment where learning and day-to-day operations can resume effectively and compassionately.

Recovery includes:

- Emotional and psychological support
- Restoration of physical facilities and school operations
- Academic continuity
- Community communication and trust-building

Recovery Phase Overview

The *recovery phase* is the final stage of the crisis response process, focused on restoring school operations and promoting healing after a traumatic event. This includes:

- Mental, emotional, and physical recovery for students and staff
- Physical restoration of school buildings and grounds
- Return to regular academic learning
- Reestablishment of daily operations and business continuity

Key Components of Recovery

Post-incident recovery efforts may include:

- Deployment of the District Safety/Emergency Response Team to assist the affected building(s)
- Assignment of school mental health professionals (counselors, psychologists, social workers) to support students and staff
- Coordination with the Cornwall Central School District Regional Crisis Team if additional mental health support or resources are required
- Distribution of informational literature and recovery materials to families and staff
- Implementation of a debriefing and evaluation process to assess the effectiveness of the response and identify areas for improvement

Psychological and Emotional Support

- Immediate staff and student support through:
 - Crisis Management Briefings
 - Classroom-based defusing discussions
 - Counseling sessions (individual and group)
 - Grieving accommodations (e.g., excused assignments, quiet spaces)
- Recognition that grief may re-trigger past trauma
- Staff debriefings and follow-ups are essential

Post-Intervention Plan

- Staff meeting to brief on crisis and assign roles.
- Guided classroom discussions with students.
- Flexible school routines to allow emotional processing.
- End-of-day staff meeting to evaluate and plan next steps.
- Clear roles: family liaison, media liaison, crisis team selection.

Principles of Post-Crisis Recovery

1. **Reduce Fear**
 - Fear stems from the unknown; provide clear, factual communication
 - Maintain routine and normalcy where possible
2. **Facilitate Grieving**
 - Encourage healthy emotional expression
 - Respect diverse grieving styles and intensities
 - Recognize the potential for unresolved past grief to surface
3. **Promote Learning**
 - Support constructive reflection and emotional growth
 - Create opportunities for understanding and discussion around grief, death, and resilience

County-Wide Response Plan for Sudden Death

- County-Wide Crisis Team available for on-site support
- Preparatory Steps: assign crisis teams, pre-designate crisis centers and spokespersons
- Procedures After a Death: notify team, activate phone trees, identify “high-risk” students, coordinate mental health services
- Community Engagement: hold parent meetings, manage media communication, coordinate counseling services

Response to Major Disasters

Day of Disaster

- Activate emergency services and County Crisis Team
- Assign staff to key roles:
 - Parent notification
 - Student release
 - Media management
 - Counseling
 - Volunteer coordination

Day(s) After

- Continue counseling and support services
- Possibly cancel classes for debriefing
- Arrange memorials and community information sessions
- Distribute informational materials and crisis response guides

Long-Term Response

- Assign long-term support staff
- Document the crisis response process
- Ensure handoff from crisis to ongoing mental health support
- Formally recognize all who assisted

Referrals to Mental Health Professionals

Refer a student for professional help if they:

- Exhibit prolonged withdrawal, depression, or aggression
- Display self-harming behaviors or persistent physical symptoms
- Have significant personality or behavior changes
- Have been directly affected or experienced multiple traumas

Talking to Children About Violence

Guidance for parents and educators:

- Reassure children and provide age-appropriate facts
- Keep routines consistent
- Monitor emotional reactions and media exposure
- Encourage questions and emotional expression
- Emphasize the role of students in maintaining a safe environment

This recovery framework ensures a comprehensive, compassionate, and coordinated approach to school crisis aftermath, centered on safety, mental health, communication, and continuity.

Post-Incident Response Framework

The district supports both Emergency and Post-Incident Response Teams with trained personnel, community partnerships, and best-practice protocols to:

- Reduce fear
- Facilitate healthy grieving
- Promote continued education

Immediate and short-term actions may include:

- Crisis briefings for staff
- Group support and defusing sessions for students
- Availability of school counselors and external mental health providers
- Adjustment of academic expectations (e.g., excusing tests or assignments)
- Temporary schedule modifications to support emotional recovery

County-Wide Support Cornwall CSD works closely with BOCES and County Wide Crisis Management Teams and partner districts to access additional clinical and mental health support during and after traumatic events.

Special Response Plans The following targeted plans guide school and district responses to various crisis scenarios:

1. Sudden Student Death or Suicide

- Identification of Crisis Team members and mental health staff in each building
- Crisis centers established in designated locations
- Primary media spokesperson and family liaison appointed
- Communication to staff, students, families, and community
- Availability of outside mental health consultants

2. Multiple Casualty Event

- Coordination with emergency responders
- Activation of County-Wide Response Plan
- Assigning staff to roles in communication, student release, counseling, and media management
- Designating support spaces and counseling areas
- Ongoing daily briefings and team coordination
- Mental health follow-up, grief counseling, and trauma support

Long-Term Recovery Following a crisis, the district may:

- Cancel classes to allow for emotional support and community processing
- Continue counseling services and refer students or staff to outside providers
- Support hospitalized students or staff with visits and communication
- Develop memorial guidelines and communication plans
- Monitor long-term emotional impacts on students and staff

- Provide trauma debriefings and mental health workshops

Referral to Mental Health Professionals Staff may refer students for external mental health support if they:

- Exhibit persistent changes in behavior
- Appear excessively withdrawn, depressed, or aggressive
- Have a history of trauma or experience multiple stressors
- Express fear, sadness, or confusion beyond expected norms

Guidance for Communicating with Children About Violence Key recommendations for parents and teachers:

- Reassure students that school is safe
- Keep explanations age-appropriate
- Monitor behavior and emotional cues
- Limit media exposure
- Maintain routine and normalcy
- Emphasize the importance of seeking help when needed

Promoting Resilience and Recovery Cornwall Central School District is committed to:

- Providing compassionate and informed responses to trauma
- Supporting the social-emotional needs of all students and staff
- Working collaboratively with local agencies, families, and professionals
- Turning challenging experiences into meaningful learning and community-building opportunities.

Section IX Notification and Activation Procedures

Notification and Activation – Internal and External Communications

In the event of an emergency within the Cornwall Central School District, whether due to a violent incident, natural disaster, or other critical event, swift communication is essential to initiate an appropriate response.

- The designated Incident Commander or Liaison Officer (typically a Building Administrator) is authorized to immediately contact local law enforcement or emergency responders (police, fire, EMS) as needed.
- Any faculty or staff member who perceives a situation to be an imminent threat is empowered to dial 911 directly and place the building into a Lockdown via the PA, Phone System or yelling it out too all near by. Once emergency services have been contacted, the individual must notify the District Superintendent's Office as soon as possible and follow district internal communication protocols.
- A senior district administrator (typically the Superintendent, Assistant Superintendent, or designee) will then notify all Building Administrators or their designees across the district to initiate appropriate response actions based on the incident.
- Based on the nature and scope of the emergency, the administrator may also activate the Cornwall CSD District Wide Emergency Response Team, which is responsible for district-level coordination, resource deployment, and liaison with external response agencies.

This coordinated communication structure ensures a timely, organized, and unified response across all Cornwall CSD facilities. Cornwall Central School District maintains clear procedures for external communication during emergencies to ensure prompt coordination with law enforcement, emergency responders, parents/guardians, and community stakeholders.

Each Building-Level Emergency Response Plan (BLERP) includes:

- An up-to-date contact list for local law enforcement agencies and emergency services.
- Instructions authorizing all staff members to contact 911 or emergency services directly in the event of a perceived or actual emergency.

To support effective communication during a crisis, the district utilizes a variety of tools, including:

- Landline and cellular phones
- Text messaging and robocall notifications via Parent Square
- Fax and email systems
- Two-way radios (walkie-talkies) for intra-building and district-level coordination

- NOAA Weather Radios for real-time weather updates

The district also maintains robust procedures to notify parents, guardians, and home school districts in the event of a violent incident, evacuation, or early dismissal. These procedures rely on:

- Emergency contact information provided by families
- Automated alerts through Parent Square
- District website updates
- Local media outlets and radio/TV announcements



Section X: Multi-Hazard Response Protocols

Cornwall Central School District is committed to ensuring preparedness for a wide range of potential emergencies. Each school building maintains a Building-Level Emergency Response Plan (BLERP) that includes detailed, scenario-specific procedures to support a safe and effective response during a crisis.

The district's Multi-Hazard Response Protocols include, but are not limited to, plans for:

- Active shooter or intruder incidents
- Bomb threats
- Missing or abducted students
- Hostage situations
- Threats of violence or intimidation
- Severe weather or environmental emergencies

These protocols are developed collaboratively by building safety teams and reviewed annually to ensure alignment with current best practices and local risk factors. Plans are adjusted as needed based on drills, evaluations, or emerging threats.

Each Building-Level Safety Team regularly assesses and updates situational response procedures to ensure staff and students are prepared to respond safely and swiftly in the event of an emergency.

Hazard Identification

The Cornwall Central School District Safety Team, in collaboration with local emergency management officials and the District Health and Safety Committee, conducts ongoing assessments to identify potential hazards that could impact district facilities. This includes both on-campus risks and those originating in areas adjacent to school property.

As part of this assessment, the following key factors are considered:

- Population density and proximity to district campuses
- Presence of hazardous materials or high-risk facilities in the surrounding community
- Likelihood of emergencies based on local, regional, and national trends (e.g., extreme weather, targeted violence, chemical exposure)
- Physical proximity of identified hazards to each school building and district office

The Safety Team has recognized that several natural and human-caused threats may impact school operations. In the Hudson Valley region, increased frequency of high wind events, ice storms, and heavy snowfalls have led to heightened concern for power outages and transportation hazards. All of these risks are factored into the district's planning efforts.

Each Building-Level Emergency Response Plan (BLERP) includes a hazard-specific annex that addresses threats relevant to that particular site, ensuring that every building is prepared to respond appropriately to the most likely scenarios.



Section XI Violence Prevention, Prevention Initiatives and Threat Assessment

Early Detection of Potentially Violent Behavior:

The Cornwall Central School District recognizes that the early identification and intervention of potentially violent behavior is essential to maintaining a safe and supportive school environment. The district is committed to equipping staff with the tools, training, and procedures necessary to identify warning signs and respond proactively before behaviors escalate into threats or acts of violence.

Staff Training and Awareness

- All school personnel, including administrators, teachers, counselors, support staff, and bus drivers, receive annual training on the early warning signs of potentially violent behavior.
- Training includes information on:
 - Verbal or written threats
 - Aggression or sudden outbursts
 - Social withdrawal or isolation
 - Fascination with weapons or violence
 - Dramatic behavioral or academic changes
 - Threats of self-harm or suicide
 - History of bullying (as victim or aggressor)

Reporting Procedures

- Staff are expected to report any concerns immediately to the Building Administrator or designated safety team member.
- Reports can also be made through district-established confidential reporting channels.
- All reports are documented and, when appropriate, reviewed by the Building-Level Threat Assessment Team (BTAT).

Intervention and Support

- When warning signs are identified, the school's response may include:
 - Student check-ins by counselors or psychologists
 - Referral to community-based mental health services
 - Development of individualized behavior or safety plans
 - Initiation of a formal Threat Assessment if risk to self or others is suspected

Confidentiality and FERPA Compliance

- All reports and interventions are handled confidentially in compliance with FERPA and IDEA regulations, ensuring student privacy while balancing safety needs.

Collaboration with Community Partners

- The district works in close partnership with local law enforcement, Orange County Threat Assessment and Management (TAM) teams, and mental health agencies to assess risk and coordinate appropriate interventions.

By recognizing and addressing early signs of distress or aggression, the Cornwall Central School District remains committed to preventing violence and ensuring that students receive timely support in a safe, respectful environment

School Security Implementation Measures

Cornwall Central School District prioritizes the safety and security of every student and staff member by employing a multi-layered approach to school security. This includes proactive planning, infrastructure enhancements, staff training, and the use of technology.

Key security measures include:

- **Student Supervision and Loitering Policies**
Each school building enforces clear expectations regarding student behavior in hallways, bathrooms, parking lots, and other areas where unsupervised congregation is not permitted. These expectations are outlined in the Student Handbook and Code of Conduct, and reinforced by building administration.
- **Emergency Communication Systems**
All Operations and Maintenance personnel, as well as designated front office staff, are equipped with a reliable communication system to coordinate during emergencies and report safety concerns in real-time.
- **Controlled Access to Buildings**
School buildings utilize proximity card access systems or key locks to restrict entry to authorized personnel only. This supports secure entry management throughout the school day.
- **Surveillance Systems**
Security cameras are installed at strategic points across campuses to monitor high-traffic and sensitive areas. Video surveillance supports incident review and deterrence.
- **Staff Identification**
All staff members are issued and required to wear photo identification badges when on school property to support access control and accountability.
- **Ongoing Safety Team Collaboration**
Each building has a designated School Safety/Building Emergency Response Team,

which meets to review safety protocols, drill outcomes, security concerns, and emergency preparedness.

Key Components

- Crisis Categories:
 - Non-Emergency Incidents (e.g., student or staff death)
 - Medical Emergencies (e.g., injuries, health events)
 - Critical Incidents (e.g., active shooter, gas leak)
 - External Emergencies (e.g., local crimes, power plant alerts)
 - Natural Disasters and Infrastructure Failures (e.g., severe weather)
- Threat Assessment:
 - All threats are treated seriously until proven otherwise.
 - A trained multidisciplinary team evaluates and responds to threats.
 - FERPA-compliant information sharing is used to support safety while protecting student privacy.

Threat Assessment Guidelines, Procedures and Overview

Purpose and Importance

The Cornwall Central School District (CCSD) prioritizes the safety and security of students and staff by promptly addressing threats through systematic procedures known as threat assessment. Early identification and rapid response prevent escalation, maintaining a safe and supportive school environment. Threat Assessment teams promptly manage threat reports using professional judgment and available information, collaborating with local law enforcement and county Threat Assessment and Management (TAM) teams. CCSD commits to continuous improvement of its threat assessment program by integrating best practices and research. Immediate protective actions are taken in cases of imminent violence, preceding formal assessments.

The district utilizes evidence-based approaches aligned with New York State SAVE legislation, emphasizing proactive safety measures. While administrators manage threats effectively, CCSD acknowledges their role differs from law enforcement, supporting teams within their professional capacities.

To support continuity, accountability, and the effective monitoring of student behavior and threat assessment interventions, the school district may elect to utilize a secure online data management system. One such example is Raptor Student Safe, a digital case management platform that allows authorized staff to document, track, and review threat assessments across schools within the district. This system is particularly beneficial when students transfer between buildings, as it ensures that critical information and previous interventions are accessible to the appropriate personnel. By maintaining a centralized digital record, the district enhances its ability to identify patterns, ensure follow-through on safety plans, and respond proactively if concerning behavior reoccurs.

Definition of a Threat

A threat is any communication or behavior—spoken, written, gestured, or conveyed digitally—that expresses or implies intent to harm oneself, others, or school property. The seriousness of a threat is assessed based on context, intent, and specific details. Each school building within the district may apply different thresholds for evaluating threats, considering student age, maturity, developmental stage, and the overall context in which the behavior occurs. This approach ensures age-appropriate responses and interventions, effectively addressing potential risks while supporting student development and well-being.

When a Threat Assessment is Appropriate

A threat assessment is triggered by any behavior or communication indicating potential harm or violence toward oneself or others. Threat assessments may be conducted on any individual, including students, staff, visitors, or community members, based on available information and regardless of their willingness to participate, to ensure the safety of the school community. Timely identification ensures prompt intervention, maintaining school safety.

Threat assessments are necessary whenever behaviors or communications—whether spoken, written, gestured, or digital—indicate potential harm or violence. Timely identification and evaluation of such threats enable CCSD to enact appropriate interventions promptly, thereby maintaining school safety and fostering a secure learning environment.

Levels of Threat

- **Transient (Low):** Threats that are vague, indirect, implausible, or non-serious. These threats typically do not indicate sustained intent and are often expressions of anger, frustration, or temporary emotion without genuine intent to harm.
- **Substantive (Medium):** Threats that demonstrate a clear possibility of intent or planning but lack detailed planning or preparatory actions. Such threats may indicate consideration or ideation and require careful evaluation and possible intervention.
- **Very Serious Substantive (High):** Threats that are direct, specific, and credible, involving clear intent and concrete steps or preparations toward carrying out the threat. These threats pose immediate and serious risks of harm and require urgent and comprehensive intervention.

Structure and Role of the Threat Assessment Team (TAT)

A district level designee is responsible for establishing and overseeing training for a multidisciplinary Threat Assessment Team in each school. Required team members include:

- School Administrator
- School Psychologist, Counselor, or Social Worker
- School Nurse (if applicable)
- Special Education Case Manager (if applicable)
- School Resource Officer or safety/security personnel
- Staff members with direct knowledge of the student or threat
- Community resource personnel or law enforcement representatives (as needed)

Functions of the Threat Assessment Team

The Threat Assessment Team performs the following essential functions:

- Identifies and evaluates behaviors or communications that may pose threats to students, staff, visitors, or school property.
- Gathers and analyzes comprehensive information through structured interviews, reviews of educational, health, and disciplinary records, and consultations with witnesses and individuals familiar with the student involved.
- Determines the level of threat (Transient, Substantive, or Very Serious Substantive) using gathered evidence and professional judgment.
- Develops, coordinates, and implements targeted intervention plans tailored to address the identified threats and support student safety and well-being.
- Facilitates ongoing, clear communication among administrators, law enforcement, parents or guardians, and relevant stakeholders to ensure coordinated, effective intervention.
- Systematically documents all threat assessment activities, decisions, interventions, and follow-up actions within a secure, FERPA-compliant digital case management system, ensuring continuity as students transition across grade levels and buildings.

Special Education Considerations

When a threat involves a student receiving special education services, the Threat Assessment Team includes a special education staff related personnel support. BTAM is distinct but complementary to special education processes. It is systematic, fact-based, and focuses on safety rather than disciplinary actions. Special education representatives are required on the BTAM team when assessing students with identified or suspected disabilities. Decisions must adhere to FAPE requirements under IDEA, Section 504, and ADA Title II, ensuring appropriate educational services. Safety plans address immediate risks and focus on community safety. They must remain separate from IEPs, which focus on individualized education needs and services.

Parental/Guardian Consent and Confidentiality

Parent or guardian participation in intervention planning is encouraged; however, prior consent is not legally required for initiating or completing a threat assessment. All data collected during the threat assessment process is confidential and managed according to FERPA guidelines.

Training, Data Collection, and Review

All Threat Assessment Team members receive initial training, followed by annual updates. Quarterly meetings promote consistency, fidelity to best practices, and continuous improvement through review of intervention effectiveness. The designee oversees procedures for data collection, monitoring, outcome analysis, and overall program evaluation.

CCSD recognizes the importance of ongoing program development and is committed to continually refining this threat assessment process. We will actively pursue improvements, revisions, and training enhancements based on evolving best practices, emerging research, and feedback from implementation experiences.

Reporting Responsibilities for Teachers and Staff

All teachers and school staff members play a crucial role in identifying students who may pose threats or exhibit concerning behaviors. Teachers can and should promptly report any observations or concerns related to student behaviors that indicate potential harm or violence.. Early reporting by teachers and staff ensures timely assessment, intervention, and support, which is essential for maintaining the safety and well-being of the school community.

Definition of a Student Who Poses a Threat

A student is considered to pose a threat if their communication or behavior—spoken, written, gestured, or conveyed digitally—indicates a genuine intent or substantial risk of harm to oneself, others, or school property. This includes actions or communications that suggest intent to engage in violence, bullying, harassment, self-harm, or other dangerous behaviors. The determination of whether a student poses a threat involves careful consideration of the context, specificity, credibility, frequency, and seriousness of the communicated or implied intent.

Threat Assessment versus Disciplinary Responses

Threat assessment and disciplinary responses serve distinct but complementary roles within the Cornwall Central School District:

- **Threat Assessment** focuses primarily on evaluating and addressing potential safety risks through a proactive, prevention-oriented approach. It involves identifying the seriousness and immediacy of a threat, determining the underlying factors driving threatening behaviors, and implementing targeted intervention plans aimed at reducing the risk of harm, providing support to the student involved, and safeguarding school safety.
- **Disciplinary Responses**, in contrast, are reactive measures implemented to hold students accountable for violations of school rules and codes of conduct. These responses typically include consequences such as detention, suspension, or expulsion and are designed to reinforce appropriate behavior, uphold school standards, and address misconduct.

While disciplinary actions may accompany threat assessment interventions, the primary purpose of threat assessment remains distinct: identifying and mitigating potential threats to ensure ongoing safety and prevention of harm, rather than solely administering punitive consequences. The central question in a threat assessment inquiry or investigation is whether a student poses a threat, not whether the student has made a threat.

Safety Planning and Return-to-School Procedures

Safety planning will include strategies aimed at reducing future risks and supporting a safe return to school for students who have been out due to making threats. These strategies involve increased monitoring, mentoring, and the provision of supports such as counseling or behavioral interventions and compliance with the Superintendent's Conference requirements (if necessary). A structured return-to-school plan will be developed and implemented, ensuring clear communication with staff, parents, and relevant community agencies.

Threat Assessment Safety Planning and Return-to-School Procedures

Safety planning focuses on reducing risks and supporting students returning to school after exhibiting threatening behaviors. The goals are safety and community well-being, achieved through:

1. **Increased Monitoring:** Frequent supervision, check-ins, and ongoing communication with guardians.
2. **Mentoring and Support:** Assigning mentors or trusted staff to encourage positive interactions and behavior.

3. **Counseling and Behavioral Interventions:** Providing school-based counseling and collaborating with external mental health professionals as needed.
4. **Superintendent's Conference Requirements:** Ensuring compliance with specific conditions such as educational adjustments or behavioral contracts.
5. **Structured Return-to-School Plan:** Developing individualized plans clearly outlining behavioral expectations, monitoring, and support, reviewed regularly for effectiveness.
6. **Communication and Coordination:** Maintaining transparent communication with staff, families, and community agencies to ensure coordinated support.

These strategies aim to manage risk effectively and maintain a safe and positive school environment.

Suicide and Risk Assessments

In conjunction with threat assessments, CCSD conducts suicide and risk assessments utilizing evidence-based screening tools, including the Columbia Suicide Severity Rating Scale (C-SSRS) and the SAFE-T (Suicide Assessment Five-step Evaluation and Triage) assessment. The C-SSRS is a standardized tool used to identify and assess individuals at risk for suicide, measuring the severity and immediacy of suicidal ideation and behaviors. The SAFE-T assessment provides clinicians and staff a structured framework to identify risk factors, protective factors, and appropriate interventions for individuals at risk for suicide.

These assessments help ensure a comprehensive approach to addressing both safety threats and mental health concerns. These screenings serve as initial, supportive evaluations and are not diagnostic; recommendations for further outside assessment or placement may be made when areas of significant concern are identified, ensuring students receive appropriate external support and interventions.

Summary

The Cornwall Central School District is committed to maintaining a safe and supportive educational environment through its comprehensive Threat Assessment Guidelines and Procedures. By systematically identifying, evaluating, and addressing threats, CCSD proactively mitigates risks to students, staff, and school property. The district emphasizes a multidisciplinary approach, involving trained Threat Assessment Teams, collaboration with law enforcement, and adherence to state legislation and best practices. Continuous training, confidential management of information, clear reporting responsibilities, distinct roles between threat assessment and disciplinary actions, structured safety planning, and thorough suicide and risk assessments further strengthen CCSD's approach. The district remains dedicated to continuous improvement, consistently refining its procedures to uphold school safety, support student well-being, and foster a secure learning community.

Prevention Strategies:

Security Procedures and Access Control:

- **Security Measures:**
 - Designated Single point-of-entry access at each building.
 - Visitor screening and management systems.
 - Coordination with local police and emergency personnel.
- **Prevention Programs:**
 - Anti-bullying and anti-gang initiatives.
 - Suicide prevention protocols.
 - Positive Behavioral Interventions and Supports (PBIS).
 - Drug-free schools programming.
- **Communication and Reporting:**
 - Clear guidelines for reporting threats, weapons, or suspicious behavior.
 - Staff and students are encouraged to report concerns confidentially.
 - Mandatory reporting to law enforcement in cases of criminal behavior.

Commitment to Ongoing Improvement

The Cornwall Central School District remains committed to creating safe learning environments through collaboration, training, transparency, and regular review of all safety-related plans and practices. The district values the input of stakeholders and actively encourages communication between the school community and local emergency partners.

Bullying Prevention Guidance

Warning Signs of Bullying:

- Unexplained injuries or missing belongings
- Avoidance of school or social situations
- Mood changes, anxiety, or low self-esteem
- Physical symptoms like stomachaches or sleep problems

Parent Support Strategies:

- Teach assertiveness and de-escalation
- Encourage open communication
- Document and report incidents to school staff

Tips for Bystanders:

- Seek adult assistance
- Avoid encouraging harmful behavior
- Support the targeted student afterward
- Report details to a trusted adult



Section XII Protective Action Options:

During certain emergency situations, protective actions may be implemented to safeguard students and staff. The appropriate response is determined by the nature of the incident and guided by procedures in the Building-Level Emergency Response Plans.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE LOCKOUT! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

TEACHERS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Do business as usual
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults



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Protective action options may also include:

- **Early Dismissal** – Implemented when it is safer to send students home before the regular dismissal time.

Detailed building-specific procedures for these protective actions—as well as for bomb threats, hostage situations, intrusions, and abductions—are outlined in the confidential Building-Level Emergency Response Plans.

Cornwall Central School District has established a range of protective action protocols designed to ensure the safety of students, staff, and visitors in response to a variety of emergencies. These procedures are implemented based on the nature and severity of the incident and are outlined in detail in each Building-Level Emergency Response Plan (BLERP).

Readiness and Risk Reduction Overview

Cornwall Central School District prioritizes readiness through proactive measures aimed at preventing emergencies, reducing risks, and enhancing school security. These efforts focus on education, environmental safety, staff preparedness, and community partnerships to create a safe and responsive school culture.

Commitment to Readiness

Cornwall Central School District remains proactive in reducing risk and ensuring every student and staff member is prepared and protected. Readiness is a shared responsibility, and through collaboration and consistent practice, the district continues to strengthen its emergency readiness capabilities.

Collaborative Safety Planning

Cornwall Central School District engages stakeholders at every level to design and implement prevention and response strategies tailored to the unique needs of our school community. Teachers play a vital role in this process, serving as the frontline of student engagement and safety. Their daily interactions with students allow them to identify concerns early and contribute meaningfully to the development and success of school safety programs.

Additional district efforts include cooperative partnerships with local and state law enforcement, emergency response agencies, and mental health service providers. These partnerships strengthen our ability to identify threats, respond effectively, and ensure the well-being of the entire school community.

Responses to Acts of Violence – Implied or Direct Threats

Cornwall Central School District prioritizes early intervention and proactive response when addressing any threat of violence, whether implied or direct. A threat may consist of any **alarming behavior, communication, or statement** that raises concern about potential harm to individuals, property, or the school environment.

Implied or Direct Threats

In the event of a threat made by a student, staff member, or visitor:

- The threatened individual (or any staff member who becomes aware of the threat) must immediately notify the Building Administrator.
- The Building Administrator or designee will determine the appropriate course of action based on the nature and credibility of the threat.

Possible response actions may include:

- Conducting a threat assessment using district-approved tools and protocols
- Initiating a building-level investigation
- Notifying the Superintendent or designee
- Activating the Building Emergency Response Team (BERT)
- Contacting law enforcement or other emergency services
- Notifying parents/guardians of students involved

Bomb Threats

A bomb threat is considered a criminal offense and falls under the jurisdiction of local and state law enforcement. Upon receiving a bomb threat:

- The Building Administrator or designee must immediately notify law enforcement and follow established Building-Level Emergency Response Plan (BLERP) procedures.
- Law enforcement will coordinate with fire departments and county emergency management personnel as required.
- If found credible, the school will relocate building occupants to a safe location or initiate an evacuation, depending on guidance from responding authorities.

The Building-Level Emergency Response Plans include confidential, detailed protocols for responding to bomb threats, intrusions, kidnappings, and other serious threats of violence.

School Cancellation

School cancellation may be implemented when there is sufficient advance warning of a potential crisis that could impact student or staff safety before the school day begins.

Typical reasons for school cancellation include:

- Severe weather conditions
- Widespread power or utility failures
- Community-wide emergencies

This decision is made by the Superintendent of Schools or their designee, in coordination with local agencies as needed.

Early Dismissal

Early dismissal may be used when school is already in session but there is time to safely send students and staff home before an anticipated emergency escalates.

Examples include:

- Developing severe weather conditions (e.g., snowstorms or flooding)
- Impending utility failures or infrastructure issues

The Superintendent or designee will authorize early dismissal and coordinate communication with:

- Student home school districts
- Parents and guardians via automated messaging systems (Blackboard Connect)
- Local radio, television stations, and text alerts as appropriate

Shelter-in-Place

Shelter-in-place is used when it is safest for students and staff to remain inside the building due to an external hazard.

Possible situations include:

- Severe weather (e.g., thunderstorms, tornado warnings)
- Chemical spills or hazardous material incidents nearby

The Building Administrator or designee initiates shelter-in-place procedures. Each building maintains designated safe sheltering locations, outlined in its Building-Level Emergency Response Plan.

Hold-in-Place

Hold-in-place is used to restrict movement within the building in response to a non-threatening event or a situation that requires temporary isolation of students and staff.

This action may be used:

- During a medical emergency

- As a precaution prior to evacuation
- To manage movement during hallway obstructions or incidents

The Building Administrator or designee typically activates the hold-in-place protocol, which includes relocating occupants by classroom, hallway, or zone as needed.

Evacuation / Relocation

Evacuation is implemented when it has been determined that a building or area is no longer safe to occupy. This may be due to:

- Fire
- Chemical spill
- Structural damage or gas leak

The Building Administrator or designee typically activates evacuation procedures. However, any staff member who becomes aware of an immediate and dangerous condition is authorized to initiate evacuation protocols to ensure safety. Each building has pre-identified evacuation routes and relocation sites, documented in the Building-Level Emergency Response Plan.

Secure Lockout (Secure Campus)

A Secure lockout is initiated in response to an external threat near the school campus but not inside the building. This protocol secures the building perimeter while allowing regular operations to continue inside.

Common triggers for a lockout may include:

- Police activity in the surrounding area (e.g., a fugitive search)
- Wild animals on school grounds
- Civil disturbances or environmental threats outside the building

Any staff member who becomes aware of a potential external threat may initiate the secure lockout protocol. Law enforcement may also advise the district to implement this response.

Lockdown

A lockdown is used when there is an immediate and serious threat of violence inside or directly adjacent to the building.

Lockdown procedures are designed to:

- Secure all individuals in safe, locked locations
- Silence movement and communication
- Await instructions from law enforcement or emergency responders

Any staff member who becomes aware of an immediate internal threat (e.g., active assailant) is authorized to activate the lockdown annex without delay. Once activated, 911 should be called immediately.

Cornwall Central School District recognizes that emergencies can take many forms—each requiring a specific, coordinated response. While each situation is unique, the district has established standardized response protocols that can be adapted based on the nature and scale of the incident.

Each school's Building-Level Emergency Response Plan (BLERP) includes detailed procedures for various emergency scenarios. These plans are confidential and not subject to public disclosure under the Freedom of Information Law (FOIL) in order to protect student and staff safety.

The Building-Level School Safety Teams are responsible for:

- Reviewing and updating emergency response procedures annually
- Ensuring all staff are trained in relevant protocols
- Communicating response actions clearly and efficiently to students and staff

Key components of emergency response protocols include:

- Activation and use of the Incident Command System (ICS)
- Clear identification of decision-makers
- Strategies to safeguard students and staff
- Transportation procedures, if relocation is necessary
- Parent/guardian notification plans
- Media communication procedures
- Debriefing processes post-incident

Section XIII: Protocols for Responding to a State Disaster Emergency Involving Public Health

Activation of Protocols

Cornwall Central School District has established protocols to guide the district's response during a state-declared disaster emergency involving public health. These protocols are activated upon official directive from one or more of the following authorities:

- New York State Education Department (NYSED)
- New York State Department of Health (NYSDOH)
- Orange County Department of Health
- Other authorized federal, state, or local agencies

These directives may involve the modification of school operations, implementation of protective measures, or coordination with public health initiatives.

Purpose

This protocol has been developed in compliance with the amended New York State Labor Law Section 27-C and Education Law Section 2801-a(2)(m), including subsequent legislative updates enacted through:

- S8617B / A10832 (2020)
- S1295 / A0980 (2021)

These laws require all public employers, including school districts, to have a formal plan to address state-declared public health emergencies, such as pandemics or outbreaks of communicable diseases.

The purpose of this plan is to:

- Designate essential and non-essential employees
- Facilitate remote work arrangements
- Provide personal protective equipment (PPE)
- Support contact tracing efforts in collaboration with public health authorities

Definitions and Key Protocols

- **Essential Employee**

An employee designated by the district as required to report in person to perform their job duties at a district worksite. This designation may be modified at any time by district leadership in response to evolving conditions or directives.

- **Non-Essential Employee**

An employee designated by the district as **not required to be physically present** at

a worksite and eligible to perform their duties remotely. This designation is also subject to change at the discretion of the district.

- **Communicable Disease**

An illness caused by an infectious agent or its toxins that is transmitted from an infected person, animal, or object to another individual through direct or indirect means.

- **Personal Protective Equipment (PPE)**

Equipment worn by individuals to reduce exposure to infectious agents or hazardous conditions. PPE may include, but is not limited to:

- Face masks
- Gloves
- Face shields
- Safety glasses or goggles
- Disposable gowns or aprons
- Respirators
- Hearing protection and other hazard-specific gear

Additional Public Health Response Measures

During a public health emergency, the district will implement additional safety measures as advised by public health authorities, which may include:

- Health screenings for employees and visitors
- Enhanced cleaning and disinfection protocols in all district facilities
- Physical distancing requirements in workspaces and classrooms
- Modified transportation procedures to support health and safety
- Temporary changes to building access or facility use

The district will also maintain **ongoing communication** with staff, students, and families to provide timely updates, instructions, and access to available public health resources.

Cornwall Central School District Public Health Emergency

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and 1 of subdivision 2 of section 2801-a (as amended by section 1 part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for continuation of operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to the Cornwall Central School District. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our students, employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience against continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

The following assumptions have been made in the development of this plan:

- The health and safety of our students, employees and contractors, and their families, is of utmost importance

- The circumstances of a public health emergency may directly impact our school district's operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services.
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per §8617B/A10832, "essential employee" is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per §8617B/A10832, "non-essential employee" is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

Concept of Operations

The Superintendent of the Cornwall Central School District, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent. Upon the determination of implementing this plan, all employees and contractors of the Cornwall Central School District shall be notified by email as well as by automated phone or text message, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Police, fire, and other interested parties will be notified by phone and/or email as necessary. The Superintendent or their designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of the Cornwall Central School District, their designee, or their successor will maintain awareness of information, direction, and guidance from public

health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the Superintendent, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, Cornwall Central School District is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of the Cornwall Central School District

The Cornwall Central School District has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 3 being functions that are essential, but least among them.

The mission essential functions for the Cornwall Central School District have been identified as:

Essential Function	Description	Priority
Information Technology	Provides all hardware and software support for the district. Maintains the school's network, phone, and other notification systems, payroll and accounts payables systems, as well as housing data that is essential to the ongoing operation of the district.	1
Buildings and Grounds	Provides repair and continuation of systems such as water, lavatories, kitchens, generators, HV AC systems, and snow removal as necessary to maintain safe access to the buildings. Cleans, sanitizes and disinfects occupied spaces.	1
District Office	Coordinates district wide communications, safety teams, vendor/contractor responses, and crisis intervention supports. Also provides payroll and accounts payable	1
Food Service	Provide meals for students in need.	2
Transportation	Provides immediate transport of students to/from school directed at the onset of the emergency. Follow-up roles include delivery of food, medical supplies, and learning materials in the event of a long-term closure.	3

Essential Positions

Each essential function identified above requires certain positions to be on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification
Information Technology	<ul style="list-style-type: none"> • Director of Technology • Senior Network Specialist • Technicians 	<p>The Director of Technology establishes all priorities for IT tasks and organizes staff.</p> <p>The Senior Network Specialist ensures the functionality of essential equipment necessary to keep operations running and coordinates moves to secondary data centers and/or data disaster recovery in order to restore systems that may go down.</p> <p>IT staff members provide support in setting up hardware and software, network management, and help desk support and ticket escalation and resolution.</p>
Building and grounds	<ul style="list-style-type: none"> • Director of Facilities • Custodial Workers • Ground Maintenance • Building Maintenance • Trade Workers 	<p>The Director of Facilities establishes all priorities for maintenance and cleaning tasks and organizes staff.</p> <p>Custodians/Ground Maintenance/Building Maintenance employees will implement all directives relating to cleaning, sanitizing, and distribution of supplies within district buildings.</p>
District Office	<ul style="list-style-type: none"> • Superintendent • Asst. Superintendent for Business • Asst. Superintendent for Instruction 	<p>The Superintendent will oversee and coordinate all operations. He/she will act as the Chief Communications Officer, unless otherwise delegated. The Superintendent will work with the Asst. Superintendent for Business, Asst. Superintendent for instruction, Director of Human Resources, District Clerk, Emergency Services Personnel, and Building Administrators.</p> <p>The Asst. Superintendent for Business will directly oversee and coordinate all aspects of operation support services. He/she will work directly with the Director of Technology, Director of Facilities, Transportation, and all Business Office Staff in the coordination of supplies, services, payments, and movement of materials.</p>

Food Service	<ul style="list-style-type: none"> • Director of Food Services • Food Service Staff 	The Director of Food Services will coordinate with vendors and the business office for supplies necessary in the event a building closure is necessary and to-go meals must be provided. At all times throughout the school year, the Director of Food Services will ensure at least one week's worth of supplies are on hand to prepare, package, and distribute student meals.
Transportation	<ul style="list-style-type: none"> • West Point Tours • Bus Drivers 	The management of West Point Tours will establish priorities, in coordination with the Asst. Superintendent for Business, for transportation of students, goods, and/or services to or from student's homes or temporary places of residence. He/she will coordinate drivers as necessary to accomplish the tasks as directed.

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites.

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so to the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff with any needed devices or technology
4. Access to VPN and/or secure network drives
5. Access to software and databases necessary to perform their duties
6. A solution for telephone communications (note: phone lines may need to be forwarded to off-site staff).

Staggered Shifts

Implementing staggered shifts may be possible for essential personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. When possible, management will identify opportunities for staff to work outside of core business hours as a strategy of limiting exposure. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

Within each department, the director will identify and prioritize work that necessitates on-site personnel. That work, where appropriate, will be divided into shifts with the highest priority work being performed by the first available shift.

Personal Protective Equipment (PPE)

The Cornwall Central School District has identified the following personal protective equipment (PPE) for essential workers and contractors:

- Face masks
- Face shields
- Disposable gloves
- Gowns and aprons
- Portable hand sanitizer
- Sneeze guards (where appropriate)

The district has identified the Director of Facilities to be the point person and the person in charge of the administration of said supplies. The Director of Facilities has identified the following sources for PPE procurement:

- HD Supply Works
- Grainger
- EA Morse, Inc.
- Sterling, Inc.

The Director of Facilities will ensure that there is at least a six month supply of PPE and will also approve the distribution to essential workers and visiting vendors as needed. Storage of all PPE is housed within a special room located within the maintenance building, which also houses the office of the Director of Facilities.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and the presence of symptoms. The following protocols are based on current CDC guidelines:

- A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with the person):
 - I. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current CDC/public health guidance for the communicable disease in question.
 - a. If possible, these employees will be permitted to work remotely during this period of time if they are not ill.
 - b. The Superintendent must be notified of all exposed individuals.

c. See the section titled Documentation of Work Hours and Locations for additional information for contact tracing

2. CDC guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.

- a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
- b. In-person interactions with the subject employee or contractor will be limited as much as possible.
- c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocols. See the section on Cleaning and Disinfection for additional information.
- d. If at any time they exhibit symptoms, refer to the item B below.
- e. The Superintendent will make all final determinations regarding whether an employee's duties are immediately essential to be performed on-site and will notify the affected employee's supervisor via email of the determination.

B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:

- 1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
- 2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
- 3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
- 4. Cornwall Central School District will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work; unless there is a recommendation from the CDC/public health officials to do so.
- 5. CDC criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications. If the disease in questions is other than COVID-19, CDC and other public guidance shall be referenced.
- 6. Superintendent must be notified in any case where an employee, or contractor is exhibiting symptoms.

C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:

1. Apply the steps identified in item B, above, as applicable.

2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.

- a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
- b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
- c. See the section on Cleaning and Disinfection for additional information on that subject.

3. Identification of potential employee and contractor exposures will be conducted:

- d. If an employee or contractor is confirmed to have the disease in question, the Superintendent shall designate an individual or team of individuals to inform all contacts of their possible exposure. Confidentiality shall be maintained as required.
- e. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

4. The Superintendent must be notified of an employee or contractor who has tested positive for the communicable disease and will ensure that all required protocols are followed.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, essential employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum.
2. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected as necessary.
3. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
4. Soiled surfaces will be cleaned with soap and water before being disinfected.
5. Surfaces will be disinfected with products that meet EPA criteria for use against the virus surface
6. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which the Cornwall Central School District is committed to reducing the burden on our employees and contractors. The Cornwall Central School District will provide paid leave in accordance with federal and/or state regulations, laws, executive orders, etc. that may be promulgated to address the public health emergency. If an employee is able to effectively work remotely and the need exists for them to do so, the district will review/approve the situations on a case by case basis to meet district needs. Contractors, either independent or affiliated with a contracted firm, are not classified as employees of the Cornwall Central School District, and as such are not provided with paid leave time by the district, unless required by law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work and off-site visits. This information may be used by the Cornwall Central School District to support contact tracing within the organization and may be shared with local public health officials. The Cornwall Central School District may implement, as part of the public health emergency, additional documentation requirements for work hours, both for hourly and salaried employees, where the district identifies the need to account for both work performed and contact tracing. The Superintendent will be responsible for making the determination as to which departments or groups of employees are required to utilize such documentation and the Asst. Superintendent for Business will be responsible for collecting and managing the information.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner that will help prevent the spread of the subject communicable disease. This could, in turn, help protect these employees from

potential exposures, thus helping to ensure their health and safety and the continuity of the Cornwall Central School District's essential operations.

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, the Cornwall Central School District will coordinate with the American Red Cross or other organizations who can assist with the supplies necessary to house employees within the district's buildings. The Superintendent and the Asst. Superintendent for Business will be responsible for coordinating this effort.

Emergency Remote Instruction Plan

In a memo dated May 4, 2023, the New York State Education Department (NYSED) established the expectation that all school districts must develop an Emergency Remote Instruction (ERI) plan beginning with the 2023-24 school year. NYSED has stated that the following components are required for each school district's ERI plan:

- Assurance that computing devices are available to students for synchronous instruction -
- Assurance that students have access to internet connectivity
- Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction for students, with an expectation that asynchronous instruction is supplementary to synchronous instruction
- Assurance that accommodations will be made for students for whom remote instruction by digital technology is not available or appropriate
- Assurance that special education and related services will be provided to students with disabilities
- An estimated number of instructional hours that the district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions.

The Cornwall Central School District has transitioned to a one-to-one computing device district as of September 1, 2023. This means that every student in our school district has access to a Chromebook (grades 1-12) and an iPad for our kindergarteners. We have survey data which allows us to know which families do not have internet access in their homes. In the case of a public health emergency, we will partner with local telecommunications agencies to provide hotspot access to those families.

NYSED has made it clear that synchronous instruction is the priority for remote instruction for extended periods of time. Therefore, our district will continue to provide livestreamed, synchronous instruction to our students to the greatest extent practicable during extended school closures due to emergency conditions. Families will be vital partners in our students' success. We will communicate the remote instruction plan to our families, including the need for asynchronous instruction during periods of transition into this plan, and scheduled times during the remote instructional day. Our district will seek to claim approximately 5 hours (grades K-4) and 5½ hours (grades 5-12) of instruction for each day

spent in remote instruction due to emergency conditions. Again, this instruction will primarily be synchronous, with asynchronous instruction as the supplement.

Teachers, administrators and staff will communicate regularly with any families requiring special education and related services, along with any students for whom remote instruction by digital technology is not available or appropriate. The purpose of this communication will be to discuss how instruction will be personalized to support students in meeting the goals in their individualized education plan.

**FIRST EXTENSION AND AMENDMENT OF
MUNICIPAL COOPERATIVE AGREEMENT
FOR THE PROVISION OF DEPUTY SHERIFFS**

THIS FIRST EXTENSION AND AMENDMENT OF MUNICIPAL COOPERATIVE AGREEMENT FOR THE PROVISION OF DEPUTY SHERIFFS ("Amendment") is effective as of July 1, 2021 ("Effective Date") and hereby extends the term of that certain Municipal Cooperative Agreement for the Provision of Deputy Sheriffs, dated August 14, 2018 ("Agreement") by and between **COUNTY OF ORANGE**, a municipal corporation organized and existing under the laws of the State of New York, with offices located 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 **CORNWALL CENTRAL SCHOOL DISTRICT**, a municipal corporation organized and existing under the laws of the State of New York, with offices located at 24 Idlewild Avenue, Cornwall-on-Hudson, New York 12520 ("School District"). The County and the School District are each individually referred to as a "Party" and collectively, the "Parties."

WHEREAS, the County and the School District wish to extend the term of the Agreement to continue the School Safety Program (as such term is defined in the Agreement) on the terms and conditions set forth in the Agreement; and

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

1. **INCORPORATION OF RECITALS.** The Recitals set forth above are true and correct and are hereby incorporated into this Amendment as if set forth at length in this Section 1.
2. **DEFINITIONS.** The terms used in this Amendment unless otherwise defined in this Amendment will have the meanings ascribed to them in the Agreement.
3. **EXTENSION OF TERM.** The Term of the Agreement is hereby extended for a period of three (3) years commencing as of July 1, 2021 and ending June 30, 2024.
4. **SEXUAL HARASSMENT CERTIFICATION.** Pursuant to the New York State Finance Law §139-l, by execution of this Amendment, the School District and the individual signing this Amendment 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 will, 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>. The 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>.
5. **SIGNATURES.** A manually signed copy of this Amendment delivered by facsimile, email, or other means of electronic transmission are deemed to have the same legal force

and effect as delivery of an original signed copy of this Amendment.

6. **INTEGRATION.** Except as modified by this Amendment, the Agreement remains unchanged and in full force and effect. If there is a conflict or inconsistency between the terms and conditions of this Amendment and the Agreement, the terms and conditions of this Amendment will control.

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

COUNTY OF ORANGE

**CORNWALL CENTRAL SCHOOL
DISTRICT**

By: Harold J. Porr III

Name: Stefan (Steven) M. Neuhaus

Title: County Executive

Date: 8-4-21

By: [Signature]

Name: Nancy Bryson

Title: President, BOE

Date: 7/12/21

**MUNICIPAL COOPERATIVE AGREEMENT
BETWEEN
COUNTY OF ORANGE
AND
CORNWALL CENTRAL SCHOOL DISTRICT
FOR THE PROVISION OF DEPUTY SHERIFFS**

14 **THIS MUNICIPAL COOPERATIVE AGREEMENT** ("Agreement"), dated August 14, 2018, is entered into by the **COUNTY OF ORANGE**, a municipal corporation organized and existing under the laws of the State of New York, with offices at 110 Wells Farm Road, Goshen, New York, 10924 ("County"), by and through its Orange County Sheriff's Office ("OCSO" and OCSO may be included in references to County), and **CORNWALL CENTRAL SCHOOL DISTRICT**, a municipal corporation organized and existing under the laws of the State of New York, with offices located at 24 Idlewild Avenue, Cornwall-on-Hudson, NY 12520 ("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 the services of Deputy Sheriffs employed by the County on a part-time basis to promote the goals and objective set forth in this Agreement ("School Safety Program"); and

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

NOW THEREFORE, in consideration of the mutual provisions and covenants recited herein, it is hereby agreed by and between the County and the 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. **GOALS AND OBJECTIVES**. School District and County, in conjunction with the OCSO, establish the following goals and objectives for the School Safety Program:
 - a. To assist in maintaining a safe campus environment that will be conducive to learning at the School District campus(es);
 - b. To create unity between law enforcement and School District officials;
 - c. To improve relationships between law enforcement, school, community and the students of the School District;
 - d. To serve as consultants to the School District's staff, parents, and students on safety matters, and any other matters that will provide a better environment for the students and the teachers to pursue their respective tasks; and
 - e. For law enforcement to serve as role models for students.
3. **PROVISION OF DEPUTY SHERIFFS**.

- a. **PROVISION OF DEPUTY SHERIFFS.** On the terms and conditions set forth in this Agreement, the County, through OCSO, will provide a sufficient number of part-time Deputy Sheriffs (each of which will work no more than nineteen (19) hours per week) necessary to provide coverage at the following School District campus(es) during the September through June school year annually ("School Year") and/or the extended school year of July through August ("Extended School Year"):

CAMPUS NAME	ADDRESS	SCHOOL YEAR (check as applicable)	EXTENDED SCHOOL YEAR (check as applicable)
Cornwall-on-Hudson Elementary	234 Hudson Street Cornwall-on-Hudson, NY 12520	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cornwall Elementary	99 Lee Road Cornwall, NY 12518	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Willow Avenue Elementary	67 Willow Avenue Cornwall, NY 12518	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cornwall Central Middle School	122 Main Street Cornwall, NY 12518	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cornwall Central High School	10 Dragon Drive New Windsor, NY 12553	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- b. **NON-EXCLUSIVITY.** The Deputy Sheriffs participating in the School Safety Program may perform other duties for the County and/or OCSO when not participating in the School Safety Program.
- c. **QUALIFICATIONS.** Those Deputy Sheriffs participating in the School Safety Program shall be sworn Deputy Sheriffs, and possess the requisite knowledge, experience, training, education, appearance, attitude, communications skills and demeanor.
- d. **SELECTION.** The Deputy Sheriffs participating in the School Safety Program will be chosen by the Orange County Sheriff (or his/her designee) and subject to removal for cause on mutual agreement of the School District and the OCSO in accordance with the terms and conditions of this Section 3(d). If the Superintendent of the School District (or his/her designee) is dissatisfied with the performance of a Deputy Sheriff's duties and/or responsibilities hereunder, the Superintendent of the School District shall notify the Orange County Sheriff (or his/her designee) and request a meeting to discuss the basis of the dissatisfaction. If the issue(s) raised by the School District Superintendent are not satisfactorily resolved during this meeting, the Superintendent of the School District (or his/her designee) may request that the Deputy Sheriff be reassigned and request that another individual be assigned to serve in that position, which request will be accommodated if the OCSO's staffing can accommodate such reassignment; otherwise School District may terminate this Agreement for convenience in the manner provided for in Section 15(b) hereof.

- e. EMPLOYMENT STATUS; DISCIPLINE; CHAIN OF COMMAND OF DEPUTY SHERIFFS. The Deputy Sheriffs participating in the School Safety Program are employees of the County and remain responsive to the OCSO chain of command. Deputy Sheriffs participating in the School Safety Program are governed by Office Rules and Regulations relating to Orange County Deputy Sheriffs. The Orange County Sheriff (or his/her designee) will oversee all issues of discipline and hear all complaints with regard to the individuals serving as a Deputy Sheriff in the School Safety Program. The County and OCSO possess all authority with respect to the Deputy Sheriffs' employment status, civil service laws and the governing collective bargaining agreement(s).
 - f. EMERGENCY REASSIGNMENTS. In the event of an emergency, in the sole and absolute opinion of the Orange County Sheriff (or his/her designee), the Deputy Sheriffs participating in the School Safety Program may be temporarily reassigned by the OCSO.
4. 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") for recordkeeping communications under this Agreement as contemplated in Section 7 hereof:
 - i. School District SPOC:
 - 1. Name: Kimberly Rohring
 - 2. Title: Assistant Superintendent for Business
 - 3. Email: krohling@cornwallschools.com
 - 4. Phone: (845) 534-8009 x7104
 - b. OSCO SINGLE POINT OF CONTACT. The OCSO hereby designates the following individual as the OCSO's administrative single point of contact ("OCSO SPOC") for recordkeeping communications under this Agreement as contemplated in Section 7 of this Agreement:
 - i. OCSO SPOC:
 - 1. Name: Shirley Brewer
 - 2. Title: Confidential Secretary
 - 3. Email: sbrewer@orangecountygov.com
 - 4. Phone: (845) 291-7697
5. COMPENSATION OF DEPUTY SHERIFFS BY COUNTY. The County shall pay the Deputy Sheriffs who participate in the School Safety Program all wages and/or fringe benefits earned by them as evidenced by records maintained in accordance with Section 7 of this Agreement together with all taxes and other government mandated charges related to those wages and fringe benefits, if any. The County will also outfit the Deputy Sheriffs who participate in the School Safety Program with appropriate uniforms, including cleaning services and footwear. At all times during the Term (as defined in Section 14 hereof), the County shall be the sole employer of the Deputy Sheriffs. As the employer, the County will: (i) maintain all necessary personnel and payroll records for the Deputy Sheriffs; (ii) calculate their wages and withhold taxes and other government mandated charges, if any; (iii) remit

such taxes and charges to the appropriate government entity; (iv) pay net wages and fringe benefits, if any, directly to the Deputy Sheriffs; and (v) provide workers' compensation, disability insurance, unemployment insurance and other insurance coverage to the extent and in such amounts as required by law or contract.

6. **SCHOOL DISTRICT REIMBURSEMENT OF COMPENSATION PAID BY COUNTY AND PAYMENT TERMS.** School District will reimburse the County for all costs paid to, or on behalf of, the Deputy Sheriffs that participate in the School Safety Program that are assigned to the School District's campus(es), including all wages, fringe benefits, taxes and other government mandated charges related to those wages and fringe benefits. School District shall pay the County on any invoices it receives pursuant to Section 7(c)(iii) net thirty (30) calendar days from receipt of invoice from the County.

7. **RECORDKEEPING AND INVOICING.**

- a. **SCHOOL DISTRICT CALENDAR.** No later than July 1st annually during the Term of this Agreement (or upon full execution of this Agreement should full execution occur after July 1st of the year in which this Agreement is fully executed), the School District SPOC shall email to the OCSO SPOC the School District's calendar for the upcoming school year.
- b. **CHANGES TO SCHOOL DISTRICT CALENDAR AND CLOSINGS.** As soon as reasonably practicable, but no later than two (2) business days following a change in the School District calendar provided to the OCSO SPOC in accordance with Section 7(a) above, the School District SPOC shall notify the OCSO SPOC of changes in the School District calendar. Changes in the School District calendar include, but are not limited to closings, delays, and/or early dismissals for weather in addition to added or deleted dates of attendance on the School District calendar. School District acknowledges and agrees that the Deputy Sheriffs participating in the School Safety Program assigned to the School District's campus(es) will work 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. Further, if an event or incident requires the Deputy Sheriffs to remain on campus more than eight (8) hours in a day, the School District SPOC will report such activity in an email to the OCSO SPOC within two (2) business days of the day on which the Deputy Sheriff worked the additional hours.
- c. **TIMEKEEPING RECORDS.**
- i. **School District Timekeeping.** The School District shall maintain for its records a timekeeping system, whether it is electronic or manual timesheets, that tracks each Deputy Sheriff's time worked at the School District's campus(es).
- ii. **Deputy Sheriff Reporting.** The OCSO will require the Deputy Sheriffs participating in the School Safety Program to track their hours worked at the School District using Excel in a sheet approved by the OCSO, which Excel sheet will be emailed by each such Deputy Sheriff to their immediate supervisor, the OCSO SPOC and

the School District SPOC on a biweekly basis consistent with the County's payroll periods.

- iii. OCSO Invoicing of School District. The OCSO SPOC will invoice the School District quarterly in arrears for all costs of the Deputy Sheriffs that participate in the School Safety Program and are assigned to the School District, including all wages and fringe benefits paid to said Deputy Sheriffs and all taxes and other government mandated charges related to those wages and fringe benefits, if any as contemplated by Section 5 hereof. Such invoices will be emailed by the OCSO SPOC to the School District SPOC.

8. TACTICAL WEAPONS.

- a. ISSUANCE OF WEAPONS. OCSO may issue the Deputy Sheriffs tactical weapons for use while participating in the School Safety 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.
 - b. 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.
9. TRAINING OF DEPUTY SHERIFFS. OCSO shall provide in-service training to the Deputy Sheriffs participating in the School Safety Program to enable the Deputy Sheriffs 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.
10. COUNTY VEHICLES; REIMBURSEMENT. If School District requests a County vehicle for use by the Deputy Sheriffs participating in the School Safety Program at the School District campus(es), School District shall be responsible for all costs for the use and operation of such vehicle, which includes, but is not limited to, all costs associated with use, maintenance, fuel, and repairs ("Vehicle Operational Costs.") All requests for a vehicle for

use by the Deputy Sheriffs shall be made by School District in writing by email to the OCSO SPOC and are subject to the approval of the Orange County Sheriff (or his/her designee). School District agrees to reimburse the County for all 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.

11. **MATERIALS AND FACILITIES PROVIDED BY SCHOOL DISTRICT.** School District shall provide the Deputy Sheriffs participating in the School Safety Program with the following materials and facilities during the Term (as defined in Section 14 of this Agreement):

- a. Access to a properly lit private office equipped with a desk with drawers, chair, filing cabinet, office supplies, and a computer with internet service and email, which office as equipped shall only be used only when performing duties in furtherance of this Agreement; and
- b. A location where files and records may be stored, which location can be locked and secured.

12. **INSURANCE.** The 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.

13. **INDEMNIFICATION.**

- a. **BY THE COUNTY.** To the fullest extent permitted by law, the County shall protect, indemnify and hold harmless School District, 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 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 13 shall survive any expiration or

termination of this Agreement, and shall not be limited by any remuneration herein or insurance coverage.

14. **TERM.** Subject to Section 15 hereof, this Agreement shall be effective for a period of three (3) years commencing July 1, 2018 and ending June 30, 2021 ("Term").

15. **TERMINATION.**

a. **TERMINATION FOR DEFAULT.**

- i. **Default; Opportunity to Cure.** If either Party fails to perform, keep or observe any material term, provision, condition, covenant or agreement of this Agreement, the other Party may consider that Party to be in default (unless a Force Majeure causes the failure as contemplated by Section 16(c) of this Agreement) and may assert a default claim by giving the defaulting Party a written and detailed notice of default delivered in the manner provided for in Section 16(a) hereof. Except for a default by 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 16(a) hereof to cure said default. If the default is not curable within thirty (30) calendar days after delivery of the notice of default, the defaulting Party must provide the other Party with a written and detailed cure plan, which plan shall be delivered in the manner provided in Section 16(a) hereof. The defaulting Party will begin implementing the cure plan immediately after delivery of written notice (with delivery being determined in accordance with Section 16(a) hereof) by the non-defaulting Party that it approves the plan. In the event the Parties cannot agree upon a cure plan despite good faith efforts, the non-defaulting Party may deliver in the manner provided for in Section 16(a) hereof a written notice of termination effective ten (10) calendar days from the date of delivery (with delivery being determined in accordance with Section 16(a) hereof).
- ii. **Failure to Cure; Termination for Default.** If the defaulting Party fails to cure the default as provided in Section 15(a)(i) above, unless otherwise agreed to in writing signed by both Parties, the non-defaulting Party may immediately terminate this Agreement.

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

16. **GENERAL PROVISIONS.**

- a. **NOTICE PROVISION.** Except for those recordkeeping communications exchanged

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

If to School District:

CORNWALL CENTRAL SCHOOL DISTRICT
24 Idlewild Avenue
Cornwall-on-Hudson, NY 12520

If to County:

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

With a copy to:

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

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

b. COMPLIANCE WITH LAWS.

- i. Applicable Laws. In connection with the performance of this Agreement, the County and 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 to the same extent

that FERPA must be complied with by School District. The obligation to preserve the confidentiality of student information shall survive the expiration or termination of this Agreement.

- c. FORCE MAJEURE. A Party shall not be liable for any failure of or delay in the performance of this Agreement for the period that such failure or delay is due to causes beyond its reasonable control, including but not limited to acts of God, war, strikes or labor disputes, embargoes, government orders or any other force majeure event.
- d. NO ASSIGNMENT. Neither Party shall assign, transfer, subcontract, or convey any of its rights, obligations or interests under this Agreement without the prior written consent of the other Party, which consent shall not be unreasonably withheld or delayed. Copies of all documentation pertaining to any assignment, transfer, subcontract, or conveyance of this Agreement shall be provided to the other Party. Any assignment, transfer, subcontract, conveyance, or other disposition without such prior written consent shall be void.
- e. WAIVER. The failure of either Party to insist in any one or more instance upon the strict performance of any one or more of the obligations under this Agreement, or to exercise any election herein contained, shall not be construed as a waiver or relinquishment for the future of the performance of such one or more obligations of this Agreement or of the right to exercise such election, but the same shall continue and remain in full force and effect with respect to any subsequent breach or omission.
- f. SEVERABILITY. In the event any provision of this Agreement shall be or become invalid under any provision of federal, state or local law, such invalidity shall not affect the validity or enforceability of any other provision hereof.
- g. HEADINGS FOR REFERENCE ONLY. Headings and subheadings in this Agreement are included for convenient of reference only and shall not to be considered in construing the corresponding text of this Agreement.
- h. AMENDMENTS. This Agreement may only be modified by mutual consent of the County and 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.

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

Wayne C. Booth
Deputy County Executive
COUNTY OF ORANGE

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

Date: 08/20/18

CORNWALL CENTRAL SCHOOL
DISTRICT

By: [Signature]
Neal S. Miller
Superintendent of Schools

Date: 8-14-18

Cornwall Central School District Opioid Overdose Prevention Program Policy and Procedures

As part of a coordinated State effort, the New York State Education Department (NYSED), the NYSDOH, and the Harm Reduction Coalition have continued to collaborate on statewide communications, guidance, and training for schools electing to participate as opioid antagonist recipients as defined by Public Health Law §3309. Public Health Law §3309 and its implementing regulations (10 NYCRR §80.138) establish opioid overdose prevention programs, which allow trained individuals to administer naloxone in an emergency to persons suspected of having an opioid overdose. To combat the continuing rise in opioid related deaths in New York State and potentially save a life, the Cornwall Central School District has instituted an Opioid Overdose Prevention Program.

In Accordance with NYSED Guidelines for Opioid Overdose Prevention In Schools (May, 2024) death by overdose remains a public health emergency in New York State (NYS) as the number of opioid-related deaths continues to rise.

All schools are encouraged to participate in the New York State Department of Health (NYSDOH) Opioid Overdose Prevention Program (OOPP) and to continue to educate and raise awareness in schools and their communities about the dangers of opioids and synthetic opioids. In an effort to ensure the health and safety of its students and staff, Cornwall Central School District will maintain and administer an opioid antagonist in its schools, specifically Naloxone, otherwise known by its brand name Narcan, for use during emergencies to any student or staff member experiencing a known or suspected opioid overdose, regardless of a previous history of opioid abuse.

Storage

Naloxone, otherwise known as Narcan will be stored in all Nurses' offices as well as AED Cabinets district wide. Storage of Opioid Antagonists Opioid antagonists should be available to ensure ready and appropriate access for use during emergencies. Opioid antagonists should be stored in secure but accessible locations consistent with the district emergency response plan. Naloxone inventory will take place during routine AED Checks.

There are three options available for schools that choose to participate in an opioid overdose prevention program and administer an opioid antagonist (e.g., naloxone) in the school setting.

Option 1 - A school chooses to become a registered opioid prevention program with NYSDOH

Option 2 - A school chooses to have their registered professional nurses (RN) follow a nonpatient specific order to administer naloxone; or 5 NYSED Guidelines on Implementing Opioid Overdose Prevention in Schools Last Updated May 2024

Option 3 - A school chooses to collaborate with a community based registered opioid prevention program.

Cornwall Central School District will be electing to utilize **Option 3**. Our community based opioid prevention program is Orange-Ulster BOCES. We will retrieve and report Narcan medication via the OUBOCES Health/Safety and Risk Management Department. Orange-Ulster BOCES will be notified by designated personnel responsible for monitoring inventory when additional stock is needed or when the opioid antagonist is nearing expiration.

Option 3

NYSED Guidelines on Implementing Opioid Overdose Prevention in Schools Last Updated May 2024

Schools participate with an existing NYSDOH OOPP operated by a community-based organization.

Participating with an existing NYSDOH registered OOPP does not require the school have a clinical director, as all existing NYSDOH registered OOPP's have a clinical director.

Volunteer school personnel participating under an existing OOPP are required to complete a NYSDOH-NYSED approved training program pursuant to Public Health Law §3309.

The following are required for volunteer school personnel to administer an intranasal opioid antagonist in schools:

- In addition to any training provided by the OOPP, NYSED and the NYSDOH require completion of the NYSDOH-NYSED approved training for volunteer school personnel with the attainment of 80% accuracy on the posttest; and
- After successful completion of the Opioid Overdose Prevention Training, a certificate of training in opioid overdose prevention will be issued and valid for two years. NYSED strongly encourages an annual refresher training to ensure that understanding and skills in opioid overdose response are current and timely. The school must maintain a current list of its trained volunteer school personnel. Maintaining this list in the health office, or a location designated by school district administration, is recommended.

Training Steps

NYSDOH-NYSED Opioid Overdose Prevention Program: **approved training webinar for non-medical school personnel** is approximately 30 minutes. No additional cost. Training certificate becomes valid once the **school nurse reviews the Opioid Overdose Prevention Training Skills Checklist for Schools**.

Accessing the Program

New York State Center for School Health; [NYSCSH e-Learning and Learning Management System \(LMS\) / Overview \(schoolhealthny.com\)](https://www.schoolhealthny.com/)

Learning Management System (LMS): **Opioid Overdose Prevention Training**

1. [NYSCSH e-Learning and Learning Management System \(LMS\) / Overview \(schoolhealthny.com\)](https://www.schoolhealthny.com/)
2. Create an account
3. Enroll in the “**Learning Management System (LMS): Opioid Overdose Prevention Training**”
 1. **Passing grade for written exam 100%; 3 attempts**
4. Download completion certification, copy of certification to be maintain high school nurses office
5. Nurse reviews the attached form “**Opioid Overdose Prevention Training Skills Checklist for Schools**”
6. **Copy of Certification along with the Opioid Overdose Prevention Training Skills Checklist for Schools; kept on file for two years.**
 1. Certificate valid for two years.

Note: Volunteer Usage of “**Narcan Nasal Spray**” when responding to a **potential Opioid Overdose** in the school district. If nasal spray has little to no effect, it is suggested that the responding individual be current in CPR/AED, but not required.

Opioid Overdose Response

How to Recognize an Opioid Overdose and Use Naloxone

Opioids are medications that can be used to treat certain kinds of pain or opioid use disorder. Some illicit or nonprescribed substances such as heroin are also opioids. Signs of an opioid overdose may include:

- unconsciousness or unresponsiveness (doesn't wake up when shaken or called)
- shallow breathing
- limpness
- blue lips, gums, or fingertips
- slow or irregular heartbeat or pulse

Naloxone is very powerful and works quickly. When administered soon after someone starts experiencing an overdose, the person will usually wake up within one to three minutes. Repeat administration of naloxone may be necessary.

But naloxone is a temporary treatment, and its effects do not last long, thus it is extremely important to still call 911. After giving someone naloxone and calling 911, stay with the person, even if they are conscious, until emergency medical help arrives. The person could lapse back into unconsciousness and might need another dose of naloxone. Keep trying to wake them up and keep them breathing. Also, lay the person on their side to prevent them from choking if they are unconscious.

USE OF NALOXONE

In case of a suspected opioid overdose, school nurse or other trained staff shall follow the protocols outlined in the naloxone training:

- Call 911
- Administer rescue breathing
- Prepare and administer naloxone
- Alert the school crisis response team
- Continue rescue breathing
- Give another dose of naloxone in 3 minutes if no response or minimal breathing or responsiveness
- Naloxone wears off in 30-90 minutes, which necessitates definitive medical care
- Comfort them; withdrawal can be unpleasant
- Encourage survivors to seek treatment

Naloxone Will Not Harm Someone Who Does Not Have Opioids in Their System¹

- If someone is having a medical emergency other than an opioid overdose – such as a diabetic coma or cardiac arrest – giving them naloxone will generally not have any effect or cause them additional harm.
- Naloxone can be administered to people of all ages, so it can also be used for suspected overdose in infants, children, and the elderly.

On March 29, 2023, the U.S. Food and Drug Administration approved Narcan, 4 milligram (mg) naloxone hydrochloride nasal spray for over-the-counter (OTC), nonprescription, use – the first naloxone product approved for use without a prescription.

¹ [Access to Naloxone Can Save a Life During an Opioid Overdose; US Food and Drug Administration; March 29, 2023](#)

How to use Narcan® Nasal Spray for an opioid overdose



KNOW THE SIGNS OF OVERDOSE

- Person is passed out and you cannot wake them up.
- Breathing very slow, making gurgling sounds, or not breathing at all.
- Lips are blue or grayish color.



CHECK FOR A RESPONSE

- Shake them and shout to wake them up.
- If no response, grind your knuckles into their chest bone for 5-10 seconds.
- If the person still does not respond, call 911.



CALL 911

- Tell the 911 dispatcher, *"I think someone has overdosed!"*
- If you report an overdose, you and the overdosed person have significant protections under the New York State Law from being charged with drug possession, even if you shared drugs.

How to give Narcan® Nasal Spray



- Take Narcan® Nasal Spray out of box.
 - Peel back tab with the circle to open the Narcan® Nasal Spray.
- IMPORTANT:** Do not remove Narcan® until ready to use and do NOT test the device.



- Hold the Narcan® Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



- Tilt the person's head back and provide support under the neck with your hand.



- Gently insert the tip of the nozzle into one nostril, until your fingers on either side of the nozzle are against the bottom of the person's nose.
- Press the plunger firmly to give the dose of Narcan® Nasal Spray. Remove the Narcan® Nasal Spray from the nostril after giving the dose.



- Wait and watch the person closely.
- If the person does not respond in 2-mins, repeat the steps and give the second dose of Narcan® Nasal Spray in box.



- Call 911 right away, if you have not done so already.
- Roll the person on their side and place them in the 'recovery position'.

If the person is not breathing, do rescue breathing (or CPR if you know it) ➡

Rescue breathing steps



Tilt the head back, lift the chin, and pinch the nose.



Start with two breaths into the mouth. Continue with one breath every 5 seconds.

The person's chest should rise and fall with each breath; if not, check to make sure the head is tilted back and the mouth is clear.



Keep doing rescue breathing until the person breathes on their own or until medical help arrives.

Caring for someone after you give Narcan®

- When the person wakes up, explain what happened. Tell them not to take any more drugs because that could cause another overdose.
- Naloxone, the medicine in Narcan®, wears off in 30 to 90 minutes. Stay with the person until they go to the hospital, or until the naloxone wears off, to make sure they do not overdose again.
- If you do not seek medical care, stay with the person for at least 3 hours and watch for signs of returning overdose. Call 911 if the person is not OK when they wake up.
- When the ambulance arrives, tell them that naloxone has been given.
- If you need to leave, turn the person on their side (recovery position) to prevent them from choking.
- Go back to the program that trained you or to a pharmacy, tell them you used the kit and get more naloxone.

Resources

- **New York State Department of Health, AIDS Institute, Opioid Overdose Initiative:**
1-800-692-8528, www.health.ny.gov/overdose
- **New York State Office of Alcoholism and Substance Abuse Services (OASAS):**
877-8-HOPENY (877-846-7369), www.oasas.ny.gov
- **New York City Department of Health and Mental Hygiene, NYC Well:**
1-888-NYC-WELL (1-888-692-9355), text "WELL" to 65173, <https://nycwell.cityofnewyork.us>
- **Harm Reduction Coalition:**
www.harmreduction.org/our-work/overdose-prevention

FOLLOW-UP

- After administration of naloxone, the school nurse, or other staff, will follow the district's reporting protocols.
- The school nurse or other staff will:
 - Ensure that the overdose victim was transported to the emergency department
 - Notify appropriate student services
 - Provide substance abuse prevention resources to the overdose victim and family, as appropriate

NYSDOH Opioid Overdose Prevention Initiative

Community Naloxone Usage Form



Purpose: Program staff may use this form as a data collection instrument. All community naloxone usage reports must be entered electronically into the New York State Opioid Overdose Prevention Program System.

On what day was the naloxone used?

Date naloxone used:

If naloxone was used on more than one day, please submit a separate report for each use. If you don't know the precise date, choose one that you think is close.

Do you know the zip code where the overdose happened?

Yes: Zip Code:

No: County/Borough & Town

Did the person who overdosed survive? (choose one)

Yes

No

Don't know

(Check all that apply.) Select the type of naloxone used and the number of doses given.

☐ **Narcan™ Nasal spray,**
Doses:
☐ 1
☐ 2
☐ 3
☐ 4
☐ More than 4
☐ Don't Recall



☐ **Intramuscular injection generic**
Doses:
☐ 1
☐ 2
☐ 3
☐ 4
☐ More than 4
☐ Don't Recall



☐ **Nasal spray generic**
Doses:
☐ 1
☐ 2
☐ 3
☐ 4
☐ More than 4
☐ Don't Recall



☐ **Evzio Autoinjector**
Doses:
☐ 1
☐ 2
☐ 3
☐ 4
☐ More than 4
☐ Don't Recall



Did anyone else also give naloxone for this same overdose? (choose one)

Yes

No

Don't know

(check all that apply) Were they

☐ Police

☐ Another civilian witness or bystander

☐ EMS

☐ Other

☐ Fire Fighter

Do you know what type of naloxone they used?

Yes

No

(Check all that apply) What did they use (formulation & doses)?

☐ **Narcan™ Nasal spray**
doses:
☐ 1
☐ 2
☐ 3
☐ 4
☐ More than 4
☐ Don't Recall



☐ **Intramuscular injection generic**
doses:
☐ 1
☐ 2
☐ 3
☐ 4
☐ More than 4
☐ Don't Recall



☐ **Nasal spray generic**
doses:
☐ 1
☐ 2
☐ 3
☐ 4
☐ More than 4
☐ Don't Recall



☐ **Evzio Autoinjector**
doses:
☐ 1
☐ 2 3
☐ 4
☐ More than 4
☐ Don't Recall



☐ **Other**

Was 911 called? (choose one)

Yes

No

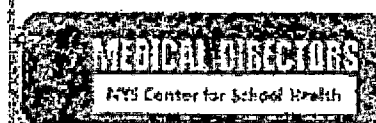
Don't know

Storage and Inventory

- The District will store its supply of Naloxone in a secure, but accessible, and temperate location consistent with its emergency response plan.
- The school nurse will keep a log including the date, time and signature of distributed inventory.
- Trained building personnel who administer Naloxone during the school day will notify the school nurse after any use of inventory to determine if additional supplies are needed.

ITEM	MANUFACTURER	QUANTITY
Naloxone HCL 4mg/0.1ml Nasal spray	ADAPT	2
Nitrile gloves, pair	Various	1
Mask/barrier device	Various	1
Step by step instructions	Various	1

Sample Non-Patient Specific Order for Administration of Intramuscular (IM)
Naloxone for Treatment of Suspected Opioid Overdose in Individuals by
Registered Professional Nurses*



Registered Professional Nurses employed or contracted by the above school district may execute this non-patient specific order and administer intramuscular (IM) naloxone in the school building, on school property, and at any school school/school-sponsored activity occurring on or off school grounds.

For known/suspected opioid overdose or signs of a life-threatening emergency such as:

- LUNGS: Slow, shallow, erratic or no breathing, snoring, or choking with gurgling rattle
- PULSE: Slow, erratic, or not present
- MENTAL STATUS: Unconscious; minimally responsive, limp body, unresponsive to painful stimuli
- SKIN: Pale, blue, gray or ashen color, clammy face, blue or purple lips or nail beds

Steps to take:

1. Determine if the person is conscious or unresponsive-shake, shout, perform sternal rub.
2. Activate school emergency response and call/ask someone to call 911. State the person is not breathing.
3. Follow emergency response protocol (CPR/Rescue Breaths/AED) for an unresponsive victim and administer 0.4 mg of naloxone intramuscularly (IM) in deltoid, thigh, or buttocks.
4. If breathing, roll the person on his/her side and monitor breathing until EMS arrives.
5. If no response in 2 – 3 minutes, administer second dose of intramuscular 0.4 mg naloxone IM.
6. Monitor and support patient until EMS arrives. Provide rescue breathing, CPR/AED as needed.
7. Notify parents/guardians. Direct them to meet the district designee in the Emergency Department.
8. Report administration of naloxone as indicated in district policy.

If stock medication is a NYSDOH Kit, each kit contains: IM Naloxone Kits contain: two Naloxone Hydrochloride 0.4 mg/1 ml vials, and two IM syringes.

*Additional guidance is available in separate written medical director policies.

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Beginning Date 7/2/2024 End Date 6/30/2025

Cornwall Central School District

Maximum Temperatures-Indoor Facilities

District Wide Safety Plan

Extreme Heat Condition Days

APPENDIX C

EXTREME HEAT CONDITION DAYS ANNEX

PURPOSE

The purpose of this annex is to establish clear protocols and response actions to be taken by school administration and staff during periods of extreme heat. These procedures aim to protect the health and safety of students, staff, and visitors during instructional and operational hours. This is in response to Chapter 596 of the Laws of 2024 adding new requirements to NYS Education Law setting maximum indoor temperatures in school buildings. This law takes effect September 1, 2025.

“Extreme Heat Condition Days” are defined as days during which educational or support service areas within a building reach or exceed a temperature of **82°F**. Occupied areas **must not exceed 88°F**, and if such temperatures are reached, **relocation of students and staff is required**, where practicable. Note: Kitchen areas used for food preparation are exempt from this requirement.

FUNCTIONAL ANNEXES THAT MAY BE ACTIVATED

In response to an extreme heat day, the following functional annexes may be activated as appropriate:

- **Hold in Place** – Used when relocating occupants temporarily to a cooler location within the building.
- **Evacuation** – Used when internal relocation is not possible, and building or partial building evacuation is necessary.
- **Medical Emergency** – Used if students or staff exhibit signs of heat-related illness such as dehydration, heat exhaustion, or heat stroke.
- **Communications** – Used to provide timely updates to stakeholders including staff, families, and emergency services.
- **Emergency Dismissal/Early Dismissal** – May be implemented if safe temperature levels cannot be maintained within the building and relocation is not feasible.

ACTIVATING THE EMERGENCY RESPONSE PLAN

- The Superintendent or District Designee will monitor weather forecasts and indoor temperature trends using predetermined means (e.g., AccuWeather, National Weather Service, local readings).
- When possible, this annex will be preemptively activated the day or evening before projected extreme heat, allowing time for building-level preparation.
- If immediate activation is necessary, the building-level Incident Commander (typically the Principal) will be notified without delay.
- The Incident Commander will initiate the building-level response, notifying:
 - Custodial staff to begin regular monitoring of room temperatures.
 - Building Emergency Response Team (BERT) members to support logistics and relocation efforts.

INCIDENT COMMANDER RESPONSIBILITIES

The building-level Incident Commander shall:

1. **Coordinate Response:**

- Communicate with the District Superintendent/designee.
- Collaborate with key personnel including the Director of Facilities, School Nurses, Director of Health, Safety and Aquatics and Transportation Coordinator.

2. **Temperature Monitoring:**

- Use a **pre-determined list** of commonly occupied instructional and support rooms for temperature checks.
- Temperature readings:
 - Every instructional space/ room is monitored for temperature with our computer system.
 - Checked at regular intervals throughout the day, with increased frequency during peak heat hours (typically 11 a.m. – 3 p.m.).

- Infrared thermometers that can give us surface temps of an interior or exterior space. They can be used at a shaded location, 3 feet above the floor, near the center of the room.

3. Response Actions for 82°F and Above:

- Implement the following mitigation strategies:
 - Turn off non-essential overhead lights.
 - Lower shades or close blinds to block sunlight.
 - Open windows and doors to increase air circulation (if outdoor conditions allow).
 - Use portable fans or mechanical ventilation where available.
 - Power down non-essential electronic equipment that may generate heat.
 - Schedule frequent water breaks for students and staff.
 - Adjust or relocate activities to cooler areas of the building.

4. Response Actions for 88°F and Above:

- Mandatory evacuation of any area reaching or exceeding 88°F—relocate students and staff to designated cooler zones.
- Use the predetermined list of cool zones in the building (e.g., libraries, air-conditioned areas, multipurpose rooms).
- If internal relocation is not viable for all occupants:
 - Consider early dismissal in coordination with the Superintendent.
 - Ensure transportation is arranged and proper parent communication is executed.

ADDITIONAL GUIDANCE & CONSIDERATIONS

- Ensure hydration stations or bottled water are readily available during extreme heat events.
- Identify and monitor vulnerable individuals (e.g., those with medical conditions or disabilities) who may be at higher risk for heat-related illness.
- Utilize communication systems (PA system, robocalls, emails, parent portals) to notify staff and families of any changes to the school day due to extreme heat conditions.
- Document and report all actions taken, including room temperature logs and any health-related incidents to district administration.

OTHER ACTIONS TO TAKE PLACE INTERNALLY THROUGHOUT ALL BUILDINGS

To ensure consistent implementation of safety measures during periods of extreme heat, the following actions shall be taken by building administrators, department leads, and support staff across all district facilities:

- **Identify and Monitor Heat-Prone Areas:**
 - Develop a building-specific list of “hot” spaces known to retain heat or lack proper ventilation (e.g., top floor classrooms, windowless rooms, portables).
 - Post visible signage or communicate through staff meetings to raise awareness of these areas.
- **Designate and Schedule “Cool Rooms”:**
 - Compile a list of rooms that consistently maintain lower temperatures (e.g., air-conditioned spaces, shaded ground-floor areas).
 - Establish a **rotational schedule** for staff and student use of these areas to provide periodic relief from heat exposure.
 - Prioritize use for medically sensitive individuals and younger students.
- **Promote Hydration for All Staff and Students:**
 - Encourage scheduled **water breaks**, especially for employees engaged in physical labor (e.g., custodial, maintenance, cafeteria workers).
 - Ensure water fountains are functioning properly and consider providing bottled water or portable hydration stations during peak heat.

- **Modify Physical Education Lessons and Outdoor Activities:**
 - Adjust PE lessons to include low-impact or indoor alternatives on extreme heat days.
 - Suspend outdoor recess or move to shaded, supervised locations if temperatures become excessive.
- **Supportive Health Measures by Nursing Staff:**
 - Work with school nurses to identify and prepare cooling stations within each building, equipped with:
 - Ice packs
 - Cold, wet paper towels
 - Fans
 - Rest areas with seating
 - Encourage students and staff experiencing early symptoms of heat stress to visit the nurse immediately.
- **Educate All Staff on Recognizing Heat-Related Illness:**
 - Educate on signs of heat-related illness, such as:
 - Confusion or unusual behavior
 - Difficulty speaking or disorientation
 - Seizures or fainting
 - Heavy sweating or, conversely, hot and dry skin
 - Rapid heartbeat, nausea, or dizziness
 - Encourage staff to report any concerns about student or colleague wellbeing promptly to administration or the health office.
- **Plan for Students with Special Needs:**

- Coordinate with Special Education and Nursing teams to identify students with conditions that may increase susceptibility to heat and proactively implement supports or accommodations.
- **Ensure Ventilation Systems Are Operating Optimally:**
 - Facilities staff should inspect and maintain ventilation systems to optimize airflow, particularly in older buildings or rooms without mechanical cooling.

Summary

In the event of extreme heat conditions, the district will implement a coordinated emergency response to protect the health and safety of students and staff. The Superintendent or designee will monitor temperature forecasts and initiate this annex when indoor conditions reach or are projected to exceed 82°F, with mandatory action at 88°F. Building Incident Commanders will oversee on-site response efforts, including monitoring room temperatures, initiating heat-mitigation strategies, and coordinating potential relocation to designated “cool zones.” Internal actions across all buildings will include promoting hydration, modifying physical activities, preparing cooling stations with nursing staff, and educating employees on recognizing heat-related illness. Special consideration will be given to vulnerable populations, and facilities teams will ensure ventilation systems are functioning properly. Communication with staff and families will be ongoing, and all actions will be documented. This proactive approach ensures a consistent, district-wide response to safeguard well-being during periods of extreme heat.