



# **DUTCHESS BOCES AGENCY EMERGENCY RESPONSE PLAN - 2026-2027**

**Date Comment Period Began: 5/7/26 Date**

**Comment Period Ended: 6/12/26**

**Date Public Hearing: 7/6/2026**

**Date Adopted:**

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## **SECTION I: GENERAL CONSIDERATIONS/PLANNING GUIDELINES**

### **Purpose**

The Dutchess BOCES Agency Emergency Plan was developed pursuant to Commissioner's Regulation 155.17 by a team appointed by the District Superintendent at the direction of the BOCES Board of Trustees for this purpose. The Agency Safety Team consisted of representatives from administration, faculty, staff, school safety personnel, and other agency personnel. The team was charged with the development, implementation, and ongoing maintenance of the Agency Emergency Plan.

### **Concept of Operations**

The Dutchess BOCES Agency Emergency Plan is directly linked to the individual Building-Level Emergency Response Plans for each BOCES campus and program location. Protocols reflected in the Agency Emergency Plan guide the development, implementation, and ongoing review of each Building-Level Emergency Response Plan.

In the event of an emergency, violent incident, or other crisis situation, the initial response at the affected facility will be managed by the Building Emergency Response Team and on-site administrators in accordance with established procedures.

Upon activation of the Building Emergency Response Team, the District Superintendent/designee and appropriate BOCES leadership will be notified. When necessary, local law enforcement, fire departments, emergency medical services, and other municipal agencies will also be contacted. County, regional, and state resources may be requested to supplement local response efforts when the scope of the incident requires additional support.

The Agency Emergency Plan provides the framework for coordination, communication, and decision-making across all Dutchess BOCES locations to help ensure the safety and security of students, staff, and visitors.

### **Identification of the Team**

The Dutchess BOCES has created an Agency Safety Team consisting of, but not limited to, representatives of the Board of Trustees, students, teachers, administrators, parent organizations, school safety personnel, law enforcement, emergency responders, and other agency personnel. The members of the team and their positions or affiliations are reviewed and updated annually.

<u>Full Name</u>	<u>Title</u>	<u>Email</u>
Dr. Jodi DeLucia	District Superintendent	Jodi.delucia@dcbooces.org
Dr. Salvador Contes Jr.	Deputy Superintendent	Sal.contes@dcbooces.org
Jacqueline Fama	Director of Safety & Security	Jacqueline.fama@dcbooces.org
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Norah Merritt	Human Resources	Norah.merritt@dcbooces.org
Melissa Murphy	SPC Building Principal	Melissa.murphy@dcbooces.org
Kiesha Tillman	Resilience Academy Principal	Kiesha.tillman@dcbooces.org
Jason Lloyd	CTI Building Principal	Jason.lloyd@dcbooces.org
Margaret Buckland	Special Education Administrator	Margaret.buckland@dcbooces.org
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Alexis Montanaro	School Resource Officer	Alexis.montanaro@dcbooces.org
Brian Colandrea	Safety and Risk Coordinator	Brian.colandrea@dcbooces.org
Joanne Williams	Coordinator of Health Operations	Joanne.williams@dcbooces.org

### **Chief Emergency Officer**

The designated Chief Emergency Officer for Dutchess BOCES is Dr. Jodi DeLucia, District Superintendent, or her designee. The Chief Emergency Officer's role may include the following responsibilities:

- Coordinate communication among BOCES staff, local law enforcement, emergency responders, and other partner agencies.
- Lead the efforts of the Agency Safety Team in the development, annual review, and update of the Agency Emergency Plan, and ensure alignment with all Building-Level Emergency Response Plans.
- Ensure staff awareness, understanding, and implementation of the Agency Emergency Plan.
- Oversee the completion and annual update of Building-Level Emergency Response Plans for each BOCES campus and program location.
- Assist in the selection, implementation, and use of safety and security-related technology.
- Coordinate appropriate safety, security, and emergency preparedness training for BOCES staff, including required training related to emergency response procedures.
- Ensure the conduct of required evacuation, lockdown, shelter-in-place, and other emergency drills in all BOCES facilities as required by Education Law and Commissioner's Regulations.
- Ensure Building-Level Emergency Response Plans are completed and updated by deadlines established by the Commissioner of Education.
- Oversee the development and maintenance of protocols for responding to declared state disaster emergencies involving communicable disease outbreaks, consistent with applicable provisions of New York State Labor Law and public health guidance.
- Serve as the primary executive-level liaison during emergencies, coordinating decision-making, resource allocation, and continuity of operations across Dutchess BOCES programs and locations.

## **Plan Review and Public Comment**

Pursuant to Commissioner's Regulation 155.17(c)(3), the original Dutchess BOCES Agency Emergency Plan was made available for public comment prior to its adoption. The Agency Emergency Plan and applicable Building-Level Emergency Response Plans were adopted by the Board of Trustees only after at least one public hearing that provided for the participation of staff, parents, students, and other interested parties. The Plan was formally adopted by the Dutchess BOCES Board of Trustees.

In subsequent years, the Plan will be reviewed periodically and maintained by Dutchess BOCES. The required annual review of the plan will be completed on or before August 1 of each year. Updates to staff rosters, emergency contacts, and team membership lists will be made prior to October 1 each year. The plan will be made available for public comment and presented to the Board of Education for adoption at the first regularly scheduled Board meeting in September, or as otherwise required.

While linked to the Agency Emergency Plan, Building-Level Emergency Response Plans are confidential and shall not be subject to disclosure under Article 6 of the Public

Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

Full copies of the Dutchess BOCES Agency Emergency Plan, and any amendments thereto, will be posted on the Dutchess BOCES website. The required URL for the Plan will be submitted to the New York State Education Department through the appropriate reporting process. Building-Level Emergency Response Plans will be submitted to the New York State Police through the designated secure state portal. Hard copies of applicable plans may also be provided to local law enforcement and emergency response agencies as appropriate.

## **SECTION II: RISK PREVENTION AND INTERVENTION**

### **Prevention Intervention Strategies**

Risk Reduction, Prevention, and Intervention within Dutchess BOCES are comprised of proactive strategies, practices, and activities implemented prior to an emergency or disaster to eliminate the possibility of occurrence or to reduce the impact should an emergency occur. These efforts are designed to promote a safe, orderly, and supportive environment for all students, staff, and visitors across all BOCES programs and facilities.

A foundational component of risk reduction and prevention is the Dutchess BOCES Code of Conduct, which establishes clear expectations for behavior, safety, and responsibility. The Code of Conduct promotes respect for self and others, responsible decision-making, and adherence to district policies and applicable laws and regulations.

All students, staff, and visitors are expected to comply with the Code of Conduct at all times. The Code is enforced consistently and fairly to maintain a safe learning and working environment and to prevent behaviors that may escalate into unsafe or disruptive situations.

Risk reduction and prevention efforts also include early identification of potential concerns, timely intervention strategies, positive behavioral supports, staff training, and collaboration with families, community partners, and local agencies. These proactive measures are intended to reduce the likelihood of emergencies and strengthen the overall safety culture within Dutchess BOCES.

## **Program Initiatives**

Dutchess BOCES promotes an agency-wide and school-wide culture that supports safe, positive, and equitable learning environments for all students. This approach is grounded in proactive supports that address academic, behavioral, social-emotional, and safety needs before they escalate into crisis situations.

This includes ongoing efforts to identify students who may require additional supports due to behavioral or emotional challenges, and ensuring timely referrals to Special Education services, counseling supports, and other appropriate interventions. Dutchess BOCES also prioritizes the development of transition and life skills to support student independence, future employment, and long-term success. Strong partnerships with parents, families, and community agencies are essential components of this support system.

Dutchess BOCES ensures that students and staff have clear, accessible mechanisms to report concerns related to safety, bullying, or potential violent incidents. The primary reporting channels include the DASA Coordinator and building administration, who are responsible for receiving, documenting, and responding to concerns in accordance with district procedures and applicable law.

Students enter school with a wide range of emotional, social, and behavioral needs. Many of these needs can be effectively addressed through positive interactions with trained school personnel, including teachers, administrators, school psychologists, counselors, social workers, and related service providers. When needs extend beyond the school setting, appropriate referrals are made to community-based mental health and support services.

When these needs are identified early and addressed appropriately, students are significantly more likely to engage in positive behavior and experience success in school.

Prevention and intervention efforts also include targeted skill-building opportunities in areas such as social interaction, problem-solving, coping strategies, communication, resisting peer pressure, understanding personal and social values, respect for diversity, bias awareness, anger management, and conflict resolution. These skills are taught through structured instruction and interactive, engaging learning experiences that promote generalization to real-world settings.

## **Threat Assessment and Management Teams**

This section is developed in accordance with Education Law §2801-a(2)(h) and 8 NYCRR §155.17, which require the establishment of procedures for the assessment and management of threats, as well as the development of appropriate prevention, intervention, and response strategies to ensure the safety of students, staff, and school communities.

Threat Assessment and Management (TAM) teams are multidisciplinary teams that bring together law enforcement, mental health professionals, agency and school administrators, and other community stakeholders to identify, assess, and manage threats of targeted violence. These teams receive and review reports of concerning or threatening behavior, gather additional relevant information, evaluate risk, and develop intervention and management strategies designed to reduce the likelihood of harm and support safe school environments.

Dutchess BOCES utilizes the Comprehensive School Threat Assessment Guidelines (CSTAG), an evidence-based framework, to evaluate the seriousness of reported concerns and to distinguish between transient threats and substantive threats. This structured approach supports consistent, research-based decision-making and ensures that responses are proportionate to the level of risk identified.

All findings, decisions, and recommended interventions are carefully documented. Intervention plans may include, but are not limited to, counseling services, behavioral supports, restorative practices, skill-building interventions, and referrals to external mental health or community-based resources as appropriate. When safety concerns indicate elevated risk, teams will also coordinate closely with law enforcement and mental health professionals to ensure an appropriate and timely response.

Dutchess BOCES maintains a proactive, public health-informed approach to threat assessment that emphasizes early intervention, support, and prevention whenever possible. All responses are implemented in a manner that is trauma-informed, culturally responsive, and developmentally appropriate, ensuring that the needs of students and staff are addressed while maintaining safety and dignity for all individuals involved.

If an individual need to report a threat or concerning behavior, they may contact any building administrator directly or follow established reporting procedures within Dutchess BOCES. All reports are taken seriously and addressed promptly in accordance with agency protocols.

## **Training, Drills, And Exercises**

Legal Reference:

This section is developed in accordance with Education Law §807, 8 NYCRR §155.5(c)(4), and 8 NYCRR §155.17(g), which establish requirements for school safety training, emergency preparedness drills, and the development and implementation of school safety and emergency response plans, including the frequency, documentation, and conduct of required drills and exercises in a manner consistent with safety, instructional integrity, and developmentally appropriate practices. All Dutchess BOCES personnel, including faculty, support staff, custodial staff, office staff, administrators, and related service providers, will receive annual training and orientation in multi-hazard emergency response procedures. This training will be

completed prior to September 15th each year, or within 30 days of hire for new employees.

The orientation will include an overview of Dutchess BOCES emergency policies and procedures, including evacuation protocols, emergency communication procedures, and the Incident Command System (ICS). Substitute teachers, aides, and other short-term staff will receive a condensed fact sheet outlining essential emergency response procedures upon initial assignment.

At the conclusion of each drill, buildings will implement their ICS communication procedures by notifying staff and relevant stakeholders that a drill has been completed, including any appropriate follow-up information or reminders. For drills conducted on non-school days or during expanded exercises, written parental consent will be obtained in advance for student participation in full-scale exercises involving local and county emergency responders, where applicable.

## **Definitions**

Trauma refers to an emotional response to a deeply distressing or disturbing experience, including but not limited to acts of violence, natural disasters, abuse, neglect, or loss.

Trauma-informed refers to an understanding of trauma and its potential impact on the physical, emotional, behavioral, and mental health of both students and adults, and the integration of that understanding into policies, procedures, and practices.

Trauma-informed drills are conducted in a manner that avoids tactics that may unintentionally activate or exacerbate trauma responses. This includes avoiding the use of props, actors, simulations, or other activities intended to realistically mimic acts of violence or emergencies, as well as avoiding developmentally or age-inappropriate content.

Emergency procedures are practiced regularly throughout the school year to ensure readiness and effective response. Required drills and training include the following:

- Four (4) drills conducted using identified secondary means of egress.
- A minimum of eight (8) evacuation drills conducted each school year.
- Four (4) lockdown drills annually, two of which will be conducted between September 1 and December 31, in coordination with local law enforcement when appropriate.
- One (1) early release drill to test alert and warning systems, communication procedures, resource coordination, staff response, transportation procedures, public information systems, and evacuation protocols.
- Regular training for staff who answer telephones on protocols for information gathering and response during potential bomb threat situations.

All drills, with the exception of evacuation drills, will be announced over the public address system prior to initiation. All drills and training activities will be conducted in a trauma-informed, developmentally appropriate, and age-appropriate manner.

Exercises involving props, actors, simulations, or other tactics intended to replicate a school shooting or violent incident will not be conducted during regular school days or when student activities, including athletics, are occurring on school grounds.

Parents and guardians will be notified at least one week in advance when a school-wide drill is scheduled. While the exact date and time will not be provided, the timeframe during which the drill will occur will be communicated. Students and staff will also be informed when drills or exercises are scheduled, and expectations and procedures will be clearly outlined in advance.

Participation in full-scale exercises with local and county emergency responders and preparedness officials will require prior written parental consent for student involvement.

Following each drill or exercise, Dutchess BOCES will conduct a review and evaluation process to assess effectiveness and identify areas for improvement. Adjustments to procedures will be made as needed based on feedback. When appropriate, outside agency partners may assist in the evaluation of drills, training, tabletop exercises, and full-scale exercises to support continuous improvement of emergency preparedness practices.

## **Implementation of School Security**

Dutchess BOCES maintains a comprehensive school security system designed to support the safety of students, staff, and visitors while ensuring a secure learning environment across all facilities and program locations.

All visitors to Dutchess BOCES facilities are required to report directly to the Main Office upon entry, where they must sign in, present identification when requested, and comply with established visitor management procedures. Visitors are not permitted to move through buildings or program areas unsupervised. Student visitors from other schools are not permitted unless they have a clearly defined purpose and prior approval from the Lead Building Administrator.

All individuals on Dutchess BOCES property are expected to comply with the BOCES Code of Conduct. Any violation of established rules, policies, or procedures may result in appropriate administrative action, including removal from the premises, disciplinary measures, involvement of law enforcement, and/or criminal prosecution when warranted.

All exterior doors designated for student and staff entry remain secured during the school day. Access to each facility is restricted to controlled main entrances, which are monitored and regulated in accordance with building security procedures.

Additional exterior or instructional access points, such as large shop or program-area doors (e.g., CTI facilities), may be opened during instructional activities when required for program operations. When these doors are in use, they are actively monitored by designated security staff and supervising personnel to ensure controlled access and maintain building safety. Staff are responsible for ensuring that these access points are secured promptly when not actively in use or in the event of an emergency.

Dutchess BOCES continually evaluates and reinforces security procedures to ensure a safe, orderly, and controlled environment while balancing the operational needs of instructional programs.

### **School Security Guard Responsibilities**

All Dutchess BOCES security personnel are contracted through an approved security services provider. The contracted security company is responsible for the hiring, screening, background clearance, and vetting of all assigned security guards prior to placement in any Dutchess BOCES facility. Security personnel must meet all applicable state, local, and agency requirements, including required background checks and ongoing compliance standards.

Dutchess BOCES security personnel play a critical role in maintaining a safe and secure educational environment. Security staff responsibilities include, but are not limited to:

- Monitoring building entrances and exits to control and document visitor access
- Verifying visitor identification and ensuring compliance with sign-in procedures
- Patrolling interior and exterior areas of school facilities to deter and identify unsafe conditions or unauthorized activity
- Monitoring designated high-traffic or high-risk areas, including program spaces such as shop areas during instructional use
- Supporting staff in maintaining secure access to buildings and classrooms
- Responding to safety concerns, incidents, or emergencies in coordination with administration and law enforcement when appropriate
- Assisting in the implementation of emergency response procedures, including evacuation, lockdown, and shelter-in-place protocols
- Reporting safety hazards, suspicious activity, or policy violations to appropriate administrative personnel

These responsibilities are carried out in accordance with 8 NYCRR §155.17(c)(1)(xi)(a) and support the overall safety, supervision, and security operations of Dutchess BOCES facilities.

Dutchess BOCES continually evaluates and reinforces security procedures to ensure a safe, orderly, and controlled environment while balancing the operational needs of instructional programs.

## **School Resource Officer (SRO) Responsibilities-[SRO MOU LINK](#)**

School Resource Officers (SROs) are sworn law enforcement officers assigned through the **Dutchess County Sheriff's Office** in partnership with Dutchess BOCES. SROs are responsible for supporting a safe and secure educational environment through collaboration with school administration, staff, and students. Their primary focus is the prevention of crime, support of school safety initiatives, and response to incidents occurring on BOCES property.

SROs work closely with building administrators to help maintain a safe school climate. They provide expertise and support in situations involving potential weapons violations, controlled substance concerns, unauthorized access or trespassing, and other safety-related incidents. SROs may also respond to calls for assistance, make lawful arrests when necessary, and document incidents in accordance with law enforcement procedures and applicable policies.

In addition to their law enforcement responsibilities, SROs serve as a resource for students and staff and may support school and community safety initiatives. This may include participating in school safety planning, assisting with traffic control during school events, and providing support during emergency situations and school functions both on and off site.

SROs also serve an important educational and mentoring role within the school community. As part of their outreach, they may visit classrooms to provide instruction on topics such as personal safety, laws and legal responsibilities, crime prevention strategies, and responsible decision-making. These presentations are designed to strengthen student awareness and promote safe, informed choices.

As visible representatives of the **Dutchess County Sheriff's Office**, SROs help foster positive relationships between law enforcement and the school community, contributing to a supportive and secure learning environment. Their primary responsibility is to help ensure the safety and security of all students, staff, and visitors so that teaching and learning can occur in a safe and orderly environment.

## **Vital Educational Agency Information**

Each instructional program within Dutchess BOCES, including but not limited to alternative education programs such as the Resilience Academy, maintains accurate and up-to-date vital educational information to support safe and effective operations. This includes student enrollment data, staff assignments, classroom and instructional space utilization, and the number of available teaching stations at each program location.

Transportation needs for students attending Dutchess BOCES programs are determined collaboratively between the sending component districts' Transportation Departments and Dutchess BOCES administrative personnel (Transportation Supervisor) to ensure appropriate routing, safety, and continuity of services.

In addition, internal departments, including the Business Office and other designated administrative units, are responsible for maintaining current contact information for essential personnel across the agency. This includes home, cellular, and business telephone numbers for key staff members to ensure timely and effective communication during routine operations and emergency situations.

### **Early Detection of Potentially Violent Behaviors**

The early detection of potentially violent behaviors at Dutchess BOCES is supported through ongoing professional development and training for instructional staff, administrators, and support personnel. These workshops focus on threat awareness, behavioral indicators of concern, and appropriate referral and intervention procedures consistent with established safety protocols.

At the beginning of each academic term, and no later than the end of the first week of student attendance, instructional staff are expected to review all available student records and relevant placement information for students assigned to their classes or programs. This review is intended to support informed instructional practice and early identification of any behavioral or safety-related concerns.

When a staff member has concerns regarding the behavior of a student, those concerns are to be communicated promptly to the appropriate building administrator or designated supervisory personnel. The administrator, in collaboration with appropriate support staff, will determine next steps and interventions. Staff will continue to support the student in accordance with the guidance provided through these consultations.

Dutchess BOCES makes every effort to obtain and review all relevant records and information from component school districts to ensure a comprehensive understanding of student needs and to support safe, appropriate, and effective programming.

This section is developed in accordance with 8 NYCRR §155.17(c)(1)(xii) and (xvi).

### **Hazard Identification**

Each of the BOCES educational sites has been evaluated for the location of potential hazards, both on and off school grounds. The hazard identification is updated at minimum annually.

A listing of Sites of Potential Emergency for the areas surrounding the BOCES facilities is located in the Emergency Response Plan. There is a listing of the hazardous roadways in proximity to the BOCES buildings as well as the hazardous intersections. Adjacent to the BOCES main campus, the County Highway Department has located a garage repair unit. Within its facilities are located oil storage (fuel oil tanks), gas pumps and assorted chemicals, which are used in the servicing of the county fleet.

The BOCES has fuel oil and propane tanks (hazardous chemicals) that are located on the BOCES main campus. There are also gas tanks and waste oil storage in the rear of CTI. These fuel oil tanks are in the process of being decommissioned. The CTI Building has classrooms that house a variety of chemicals and solvents that are used in the instruction of occupational education classes. Safety Data Sheets are located in the main offices of each facility. All storage containers have appropriate labels to identify these products.

There are no additional storage facilities for hazardous chemicals adjacent to other BOCES facilities that have been identified by either the County Emergency Preparedness Office or the New York State Department of Environmental Conservation.

## **SECTION III: RESPONSE**

### **Notification and Activation (Internal & External Communications)**

In the event of an emergency or pending emergency the Lead Building Administrator will be the individual to be notified. The Lead Building Administrator/designee will then notify the BOCES District Superintendent and the local law enforcement officials if the situation warrants. The Emergency Response Team will also be notified at the beginning of the incident. The Lead Building Administrator will refer to the Emergency Response Plan for the proper sequence for notification. The chain of command for the majority of incidents is as follows:

- Appropriate Emergency Services
- Lead Building Administrator (Principal)
- BOCES District Superintendent
- Deputy Superintendent
- Director of Facilities
- Director of School Safety and Security

The Building-Level Response Plans has been prepared in cooperation with the local authorities and the local police and the New York State Police.

Information of severe weather such as, but not limited, to tornadoes, storms, blizzards, and national or other emergencies that can be forecast shall be received

by the Safety Coordinator's office and the District Superintendent's office. The NOAA Weather Radio and a Weather Advisory Service will also be used. At the building level, a radio with battery backup should also be tuned to the Emergency Broadcast System.

It will be the duty of the Lead Building Administrator/designee to notify faculty, students, staff and others when it is necessary to respond to either internal or external situations. High frequency hand held radios, telephones and/or the intercom system can be used to notify staff of any procedures to be followed. In addition, School Messenger and the BOCES Website will be used as a notification tool.

In addition, closing information will be posted on the Dutchess BOCES website, [dcboces.org](http://dcboces.org) and [cancellations.com](http://cancellations.com). Dutchess BOCES also sends information via a Dutchess BOCES messaging system to staff phones.

Once a school closing has been announced, parents can expect their children to be returned to their home schools for final transport home.

## **Multi-Hazard Response**

Dutchess BOCES has developed comprehensive multi-hazard response protocols to address a wide range of potential emergency situations that may impact agency facilities, programs, students, and staff. These response procedures are maintained within the Agency Emergency Plan and corresponding Building-Level Emergency Response Plans.

The multi-hazard framework is designed to ensure a coordinated, timely, and effective response to incidents including, but not limited to, violent or disruptive behavior, threats of violence, medical emergencies, fires, hazardous material incidents, severe weather events, utility failures, and other natural or man-made disasters.

These protocols are structured to align with established Incident Command System (ICS) procedures and are designed to support clear communication, defined roles and responsibilities, and coordinated action among school personnel and emergency responders.

All response procedures are reviewed, updated, and practiced regularly to ensure preparedness and to support the safety and security of all members of the Dutchess BOCES community.

This section is developed in accordance with 8 NYCRR §155.17(c)(1)(xv).

## **Sudden Cardiac Arrest Preparedness - Cardiac Emergency Response Plan (CERP)**

All Dutchess BOCES school sites are staffed with personnel trained in (CPR) and the use of Automated External Defibrillators (AEDs). Selected staff members, including nurses and other designated personnel, receive additional training in CPR, first aid, and AED operation as part of district safety preparedness.

Each building maintains an updated roster of CPR/AED and first aid-trained staff members to ensure rapid access to qualified responders in the event of a medical emergency. This list is reviewed and updated on a regular basis by building administration in coordination with the district safety team and school nurses.

In compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917, Dutchess BOCES has established a Cardiac Emergency Response Plan (CERP) to ensure a prompt, coordinated, and effective response to sudden cardiac arrest (SCA) and other life-threatening cardiac emergencies occurring on any district property or at any district-sponsored event, including athletic and extracurricular activities.

This section provides the district-wide framework for cardiac emergency preparedness and response and is supplemented by building-specific CERP annexes within each Building-Level Emergency Response Plan. Each annex shall include venue-specific procedures for all instructional spaces, athletic facilities, and off-site programming, including AED locations, access routes, and designated trained personnel.

Dutchess BOCES will maintain a district-wide Cardiac Emergency Response Plan aligned with the American Heart Association (AHA) evidence-based best practices. The plan will be reviewed annually by the Agency Safety Team and approved by the Board of Trustees.

Each building shall develop and maintain a site-specific CERP annex consistent with district standards and NYSED requirements for Building-Level Emergency Response Plans.

### **Cardiac Emergency Response Team (CERT)**

Each building will establish a Cardiac Emergency Response Team consisting of a minimum of five trained responders or 10% of building staff, whichever is greater. Team roles may include CPR provider, AED retrieval, 911 caller, EMS liaison, and crowd control/support functions.

### **CPR/AED Training Requirements**

Dutchess BOCES will ensure that designated staff receive CPR, AED, and first aid

training consistent with district safety planning. Training is coordinated through the District Safety Team and aligned with building-level emergency response needs.

### **AED Placement and Maintenance**

AEDs will be strategically placed to allow retrieval and deployment within three minutes from any location within a building. Devices will be clearly marked, accessible during occupancy and events, and maintained in accordance with manufacturer guidelines. Maintenance and inspection logs will be maintained at each building, overseen by school nurses and/or designated personnel.

### **Communication Protocols**

Internal activation procedures will define CERT roles and responsibilities during an emergency response. External protocols require immediate activation of EMS (911) and coordination with responding agencies upon identification of a suspected cardiac event.

### **Practice Drills**

Each building will conduct at least one annual CERP drill. Drills will include AED retrieval, CPR initiation, and timing of response benchmarks, with a goal of AED application within three minutes of collapse recognition. All drills will be documented in an after-action report.

### **Continuous Improvement**

The CERP will be reviewed annually and updated as needed. Following any actual cardiac emergency or drill, an after-action report will be completed within 24 hours and submitted to the District Safety Team for review, analysis, and procedural refinement.

The Dutchess BOCES Health & Safety Team and building administrators will coordinate annually with local emergency medical services (EMS) to ensure alignment of response protocols. This coordination will include site familiarization, review of AED locations, identification of building access points, and updates to CERT structures or facility layouts.

CPR/AED and first aid training records will be maintained by Human Resources. AED inspection and maintenance records will be maintained by Facilities. Documentation related to drills and actual incidents will be maintained by building administrators and submitted to the District Safety Team for review and compliance tracking.

## **Prevention of and Response to Acts of Violence**

Dutchess BOCES is committed to the prevention of violence against any individual and/or property within its facilities, on school grounds, or at school-sponsored activities. This includes threats or acts of violence made by students, staff, visitors, or any other individuals, whether occurring during the school day or in connection with school-related activities.

Threats of violence, including but not limited to verbal threats, written threats, electronic communications, or implied threatening behaviors, as well as bomb threats, shall not be tolerated. All such incidents will be addressed in accordance with applicable federal and state law, Dutchess BOCES policies and procedures, the Code of Conduct, and applicable collective bargaining agreements.

All staff who become aware of acts or threats of violence are required to report such incidents immediately to the appropriate building administrator. The building administrator shall promptly notify the District Superintendent or designee and initiate appropriate response procedures. When necessary, local law enforcement agencies may be contacted, and additional emergency response resources may be engaged at the discretion of the Superintendent or designee.

Students are expected and encouraged to report all acts or threats of violence, including threats of self-harm or suicide, to a staff member or building administrator as soon as they become aware of such concerns. All reports will be taken seriously and addressed promptly in accordance with established safety and support procedures.

Dutchess BOCES reserves the right to seek restitution, consistent with applicable law, from parents/guardians/persons in parental relation and/or students for costs, damages, or expenses incurred as a result of threats or acts of violence. This policy will be enforced in alignment with applicable laws, regulations, collective bargaining agreements, and the Dutchess BOCES Code of Conduct. This policy is communicated to students, staff, and families as appropriate and is available to the public upon request.

This section is developed in accordance with 8 NYCRR §155.17(c)(1).

### **Acts of Violence**

Acts of violence by students, staff, visitors, or any other individuals within Dutchess BOCES facilities or at school-sponsored activities will not be tolerated. In the event of such an incident, any staff member who determines it is necessary may immediately contact 911. The victim or any staff member who becomes aware of the incident shall promptly notify the appropriate building administrator.

The building administrator, or designee, will determine the appropriate response based on the nature and severity of the incident. Response actions may include, but are not limited to, further investigation, initiation of a threat assessment, notification of the District Superintendent, activation of the Building Emergency Response Team, and/or coordination with local law enforcement and emergency responders.

Building-Level Emergency Response Plans shall be followed for detailed response procedures. These plans are confidential and are not publicly available in accordance with applicable law and regulation. Depending on the circumstances, additional protective actions may be implemented, including lockdown, hold-in-place, shelter-in-place, or emergency evacuation procedures.

## **Arrangement of Obtaining Assistance from Local Government and Other Agencies**

**Dial 911 for all emergencies in Dutchess County**  
This includes police, fire, and ambulance services.

Dutchess BOCES maintains ongoing communication and collaborative relationships with local municipal officials, governmental agencies, and emergency service organizations across Dutchess County and surrounding jurisdictions. These partnerships support coordinated planning, preparedness, and response efforts for a wide range of emergency situations. When deemed necessary or appropriate, the District Superintendent or designee will contact relevant local government officials, emergency management personnel, or public safety agencies to request guidance, coordination, or assistance during an emergency situation. This ensures a unified and effective response to incidents impacting Dutchess BOCES facilities, programs, students, and staff.

### **Local Law Enforcement and Public Safety Agencies**

- Town of Poughkeepsie Police Department
- Town of Hyde Park Police Department
- Dutchess County Sheriff's Office
- Local municipal police departments, as applicable

### **Local Fire and Emergency Services**

- Local fire departments serving Dutchess BOCES facilities and surrounding communities
- Local volunteer and career fire companies as applicable by jurisdiction
- Emergency Medical Services (EMS) providers serving Dutchess County

## Other Emergency Numbers and Resources

Agency / Service	Phone Number
CHEMTREC (Chemical Emergencies)	800-424-9300
National Response Center (Oil & Toxic Chemical Spills)	800-424-8802
Pesticide Service Center	800-858-7378
Federal Bureau of Investigation (FBI)	855-TELL-FBI
American Red Cross	845-471-0200
Poison Control Center	800-222-1222
Domestic Violence Hotline	845-485-5550
Child Abuse Hotline (CPS)	800-342-3720
Suicide & Crisis Lifeline (D.C. Help Line)	845-485-9700
Crisis Text Line	Text <b>DMH</b> to 741741
Department of Environmental Conservation	800-457-7362
Central Hudson (Utilities)	800-527-2714
Gas Odor Emergency	800-942-8274

## Procedures to Coordinate the Use of Agency Resources in An Emergency

In the event of an emergency requiring activation of the Dutchess BOCES Safety/Emergency Response Team, coordination of agency resources will be managed through the Incident Command System (ICS), with the District Superintendent serving as the Incident Commander. The Emergency Response Team will provide coordinated direction for the allocation and use of agency personnel, facilities, equipment, and other critical resources to support effective response and recovery operations.

If the Emergency Response Team is not fully activated, coordination of resources will be managed through the Office of the District Superintendent or designee to ensure continuity of operations and timely decision-making.

The Director of Facilities will be responsible for coordinating custodial services, maintenance personnel, facility support operations, and the allocation of equipment and non-transportation resources necessary to support emergency response activities.

Building administrators will coordinate the deployment and supervision of support staff within their respective facilities as needed.

When technology resources are required to support emergency response, communication, or continuity of operations, the Director of Technology will coordinate the provision and maintenance of computer systems, network infrastructure, and related technological support.

Emergency supplies are strategically located throughout Dutchess BOCES facilities to support rapid response during emergency situations. These supplies may include, but are not limited to, flashlights, portable radios, automated external defibrillators (AEDs), first aid kits, tourniquet and bleeding control kits, cell phones, bullhorns, batteries, chargers, water supplies, food supplies, fire extinguishers, and other essential emergency response equipment.

A listing of all emergency resources by building is maintained within the Building-Level Emergency Response Plan. This includes detailed inventories of available emergency equipment such as batteries, food supplies, water, fire extinguishers, and other critical materials necessary to support emergency operations. A listing of the BOCES transportation fleet is also maintained for evacuation and relocation purposes.

In the event of an emergency, contact information is readily available for the Lead Building Administrator, Director of Facilities, BOCES administrative staff, and Lead Building Custodian to ensure rapid communication and coordinated response.

In the event of an emergency, the District Superintendent is authorized to take all necessary actions to provide maximum protection reasonably attainable for all students, staff, and facilities. This includes the development and implementation of emergency procedures to safeguard individuals, buildings, grounds, and the physical assets of Dutchess BOCES.

All resource coordination efforts will be conducted in alignment with established emergency protocols to ensure an organized, efficient, and effective response that prioritizes the safety and security of students, staff, and facilities.

### **Protective Action Options**

Dutchess BOCES recognizes that emergency situations may require a range of protective actions depending on the nature, severity, and immediacy of the threat. These actions are designed to ensure the safety of students, staff, and visitors while maintaining clear coordination and communication across all agency facilities. Detailed building-specific procedures are contained within each Building-Level Emergency Response Plan.

## **School Cancellation**

School cancellation will be implemented when advance information indicates that conditions may pose a significant risk to student and staff safety, allowing sufficient time for notification. This may include severe weather events, public health emergencies, or other situations where it is determined that school operations cannot safely continue. In certain circumstances, such as large-scale external incidents, Dutchess BOCES may also be required to support community response efforts. In the event of extended closures, the Continuity of Operations Plan will be activated in accordance with agency procedures.

## **Early Dismissal**

Early dismissal will be used when an emergency develops during the school day and there is sufficient time to safely return students and staff to their homes prior to the escalation of conditions. Transportation and communication procedures will be implemented to ensure orderly dismissal and notification of families.

## **Shelter-In-Place**

Shelter-in-place will be used when remaining inside the building is determined to be the safest option due to external hazards or environmental threats. This may include situations such as hazardous materials incidents, severe weather, or other external risks where evacuation is not advisable.

## **Evacuation/Relocation**

Evacuation or relocation will be implemented when it is determined that a facility is no longer safe for continued occupancy. The District Superintendent, in consultation with the Lead Building Administrator or designee, will make the determination to evacuate. The Lead Building Administrator will notify appropriate emergency services, including law enforcement, fire, and security systems, and coordinate communication with agency leadership. The Lead Building Administrator of the affected facility will also notify the receiving site to prepare for the arrival of students and staff.

Staff will assemble students at designated evacuation points and account for all individuals prior to relocation. Instructional and support staff may be assigned to assist in preparing receiving areas at the alternate location. Communication with families and the media will be coordinated through designated administrative staff to provide timely and accurate information regarding relocation and student pick-up procedures.

## **Hold-In-Place**

Hold-in-place procedures may be used to control movement within a building while maintaining normal instructional activities. This action allows staff to restrict movement between areas, isolate affected locations, and manage internal conditions until an incident is resolved or further instructions are provided.

## **Secure Lockout**

A secure lockout will be implemented in response to external threats or concerns outside the building. During a lockout, building access is restricted, exterior doors are secured, and normal operations continue inside the building with heightened security measures in place.

## **Lockdown**

Lockdown procedures will be initiated in response to actual or potential threats of violence within or near a facility. During lockdown, all occupants are secured in designated areas, and all movement within the building is restricted in accordance with established safety protocols.

## **Response Protocols**

Dutchess BOCES recognizes that emergency situations may require a variety of coordinated response actions depending on the nature of the incident. Specific procedures for each type of emergency are detailed in the Building-Level Emergency Response Plans, which are confidential and maintained separately from public-facing documents.

Each Building-Level Emergency Response Team is responsible for reviewing, updating, and implementing these protocols and ensuring appropriate staff training and awareness.

Response protocols generally include the following components:

- Activation of the Incident Command System (ICS)
- Identification of decision-makers and chain of command
- Procedures to safeguard students, staff, and visitors
- Coordination of transportation and relocation when necessary
- Communication protocols for notifying parents/guardians
- Communication protocols for coordinating with media outlets
- Coordination with law enforcement, fire, EMS, and other emergency responders
- Post-incident debriefing and review procedures to improve future response efforts

These procedures are designed to ensure a coordinated, efficient, and effective response that prioritizes the safety and security of all members of the Dutchess BOCES community.

## SECTION IV: EMERGENCY REMOTE INSTRUCTION PLAN

### Introduction

The Commissioner's Regulations define remote instruction as instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.

The Emergency Remote Instruction Plan for Dutchess BOCES establishes the framework for maintaining continuity of instruction when emergency conditions prevent students and staff from attending programs in person. The purpose of this plan is to ensure that all students continue to receive meaningful educational services in a manner that is aligned with State requirements and responsive to the realities of emergency situations.

This plan has been developed in accordance with regulations and guidance issued by the New York State Education Department, including Commissioner's Regulations related to remote instruction, school safety planning, and the provision of services to students with disabilities. It reflects the expectation that remote instruction must maintain educational integrity, include regular interaction between students and teachers, and provide equitable access to learning opportunities.

### Activation of Remote Instruction

Remote instruction will be implemented when the District Superintendent determines that emergency conditions make in-person instruction unsafe or not feasible. Such conditions may include severe weather, utility failures, public health concerns, or other circumstances that disrupt normal operations.

When a remote instructional day is declared, without prior acknowledgement, Dutchess BOCES will operate on a **two-hour delay schedule**. This delay allows time for staff to prepare instructional materials, confirm communication with students and families, and address any immediate logistical or technological challenges before instruction begins. If remote instruction day is declared prior, then instruction will follow regular schedule.

Remote instruction will only be used in situations where the program would otherwise be closed, and all instructional activities will be designed to meet State requirements for instructional time and engagement.

## **Instructional Approach**

Instruction provided during emergency remote days will reflect, as closely as possible, the structure and expectations of in-person learning. Teachers will provide instruction aligned to curriculum standards and course expectations, ensuring continuity of learning despite the change in delivery method.

Synchronous instruction, in which teachers and students interact in real time, will serve as the primary mode of delivery whenever feasible. This approach supports direct instruction, student engagement, and immediate feedback. Teachers are expected to maintain a consistent presence during scheduled class times and provide opportunities for interaction, questioning, and guided practice.

Asynchronous instruction will be used to support and reinforce learning. This may include independent assignments, recorded lessons, or project-based activities that allow students to apply skills and deepen understanding. These activities are intended to complement live instruction rather than replace it.

It is recognized that student access to technology may vary. When students are unable to participate in live instruction due to limitations in device availability or internet connectivity, instructional staff will adapt materials and methods to ensure continuity of learning through alternative means.

## **Student Expectations**

Students are expected to participate in remote instruction in a manner consistent with the expectations of the classroom. This includes attending scheduled instructional sessions when possible, engaging in learning activities, and completing assigned work.

During live remote sessions, students should be prepared to participate appropriately. Behavior, communication, and dress should reflect the standards outlined in the Code of Conduct. Students are expected to follow teacher directions, contribute to the learning environment, and use technology responsibly.

When circumstances prevent full participation, students or their families are expected to communicate with school staff so that appropriate accommodations or alternative arrangements can be made.

## **Daily Schedule and Instructional Time**

The remote instructional day will follow the established program schedule, beginning two hours later than the standard start time. This adjustment supports an organized and effective transition to remote learning while maintaining the integrity of the instructional program.

Instructional time will be structured to meet or exceed the minimum hourly requirements established by New York State. Teachers will design lessons that balance live instruction, independent work, and appropriate breaks, taking into consideration the developmental needs of students and the demands of remote learning.

Remote instructional days will count toward the required 180 days of instruction, provided that all regulatory conditions are met.

## **Access to Technology and Connectivity**

Dutchess BOCES acknowledges that access to technology and internet connectivity varies among students. As a BOCES, the agency does not operate a one-to-one device program, and devices are not routinely sent home with students. Additionally, Dutchess BOCES cannot guarantee that all students will have reliable internet access outside of school.

In compliance with NYSED requirements, Dutchess BOCES conducts an annual survey to gather information about student access to devices and internet connectivity. This information is used to inform planning and identify potential barriers to participation.

While access cannot be guaranteed, reasonable efforts will be made to support students where feasible. This may include collaboration with component school districts, sharing information about community resources, or providing limited support when available.

For students who are unable to access instruction through digital means, alternative instructional methods will be provided. These may include printed materials, offline assignments, and communication through telephone or other available methods. Instructional staff will maintain contact with students to the extent possible and document engagement.

## **Attendance and Engagement**

Attendance during remote instruction will be based on student engagement rather than physical presence. Engagement may be demonstrated through participation in live instruction, completion of assignments, or communication with teachers.

For students who are unable to access digital instruction, attendance will be determined through alternative forms of participation, such as submission of completed work or documented communication with staff.

When a student is not engaging in instruction, staff will initiate outreach to determine the cause and provide support. Continued lack of engagement will be addressed through established school protocols, including communication with families and administrative involvement as appropriate.

## **Special Education and Related Services**

Dutchess BOCES remains committed to providing a Free Appropriate Public Education to students with disabilities during emergency remote instruction. Services and supports identified in a student's Individualized Education Program (IEP) or Section 504 Plan will be implemented to the greatest extent possible under the circumstances.

Special education teachers will work collaboratively with general education staff to ensure that accommodations and modifications are incorporated into instruction. Instructional expectations for special education programs will remain consistent with those of general education, while also addressing the individualized needs of students.

Related service providers will deliver services remotely when feasible, using appropriate methods such as teletherapy. When services cannot be delivered in the same manner as in-person instruction, reasonable alternative approaches will be implemented, and efforts will be documented.

All special education staff are responsible for maintaining documentation of services provided, including the type of service, method of delivery, and duration. Progress monitoring will continue in alignment with IEP requirements, and communication with families will remain ongoing. Required meetings, including CSE and CPSE meetings, will be conducted in accordance with applicable regulations.

## **Communication**

Clear and consistent communication is essential to the success of remote instruction. Staff are expected to maintain regular contact with students and families using approved communication methods. Information regarding schedules, expectations, and instructional activities will be communicated in a timely manner.

All communication must adhere to applicable privacy laws and district policies. Staff should ensure that communication remains professional, accessible, and supportive, particularly during emergency situations.

## **Non-Instructional Operations**

During remote instruction, certain non-instructional functions may continue as necessary. Decisions regarding staff reporting will be made based on the nature of the emergency and the ability to safely perform required duties.

Transportation services may be impacted, particularly for students attending programs outside of their home district. Dutchess BOCES will coordinate with

component districts and partner programs to determine appropriate actions based on safety and feasibility.

Other operational services will be addressed as needed, with communication provided to staff and families regarding any changes or expectations.

### **Instructional Hours and State Aid**

Remote instructional days will be structured to meet New York State's minimum instructional hour requirements. These hours will be documented and reported in accordance with State regulations.

The District Superintendent will certify that remote instruction was provided due to an emergency condition, that instructional time requirements were met, and that instruction was delivered in accordance with this plan.

### **Reporting and Compliance**

Dutchess BOCES will comply with all reporting requirements associated with emergency remote instruction. School closures will be reported to the State as required, and reopening will be documented accordingly.

Annual reporting of student access to devices and internet connectivity will be completed through the Student Information Repository System. At the end of each school year, the District Superintendent will certify compliance with all applicable regulations, including the provision of remote instruction in accordance with this plan.

### **Approval and Review**

This plan will be made available for public comment for at least thirty days prior to adoption. It will be reviewed and approved annually as part of the District-Wide School Safety Plan and posted on the Dutchess BOCES website.

The plan will be reviewed regularly and updated as needed to reflect changes in regulations, guidance, or operational practices.

### **Staff Expectations**

All staff are expected to carry out their professional responsibilities during remote instruction. Teachers must remain available during their contractual workday, provide instruction aligned with curriculum expectations, and support student engagement and progress.

Staff are expected to be flexible and responsive, recognizing that emergency conditions may require adjustments while maintaining a consistent focus on student learning. Professional responsibilities, including planning, communication, and documentation, remain in effect during remote instruction.

## **SECTION VI: COMMUNICABLE DISEASE PLAN**

### **Protocols for Responding to a State Disaster Emergency Involving a Communicable Disease for Dutchess BOCES**

#### **Activation**

These protocols have been developed to respond to a public health emergency. Directive shall come from New York State Education Department, New York State Department of Health, Dutchess County Department of Health, or other appropriate agency for this protocol to be activated.

#### **Purpose**

This document has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law 2801-a paragraph 2(m) (as amended by section 1 of part b of chapter 56 of the laws of 2016). These laws were amended by the passing of N.Y. State Senate, S8617B, 2019 Leg., and N.Y. State Assembly., A10832, 2019 Leg. on 9-7-2020 that requires all public employers to adopt a plan for 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.

Dutchess BOCES shall appoint a Coordinator when dealing with a public health emergency who will help in implementation of this plan, and ordering, coordination, and distribution of PPE supplies.

#### **Definitions**

**Essential** shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job. (S8617/A10832 section 1(d), NYS Labor Law Section 27-c (1)(d)).

**Non-essential** shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job. (S8617/A10832 section 1(e), NYS Labor Law Section 27-c (1)(e)).

**Communicable disease** shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host. (S8617/A10832 section 1(f), NYS Labor Law Section 27-c (1)(f)).

**Personal protective equipment** shall mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons. (S8617/A10832 section 1(a), NYS Labor Law Section 27-c (1)(a)).

### Identification of Essential Positions

According to Section 27-c; "Essential" shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job.)The District maintains that while the following staff members are considered essential, it is dependent on the emergency, the needs of the District, and the particular duties required that they be physically present at work each business day during the emergency period. While the staff members are essential, this does not mean that all such employees will be required to report to work on campus. It will be up to the individual's immediate supervisor to determine necessary staffing levels, and if an essential employee is to physically report to work on a given day (during the emergency period). In the event of a state-ordered reduction of the District's in-person workforce, the following is a list of essential employees.

Essential Position or Title	Description
<p style="text-align: center;"><b>District Superintendent</b></p>	<p style="text-align: center;">The DS is the agency's Chief Executive Officer</p>
<p style="text-align: center;"><b>Deputy Superintendent</b></p> <p style="text-align: center;"><b>Cabinet Level Administrators</b></p>	<p>The Deputy Superintendent, Assistant Superintendent for Business and Operations, and the Assistant Superintendent for Human Resources are responsible for the instructional, business, and staffing functions of the Agency and are charged with developing draft emergency plans.</p>

<p align="center"><b>Buildings and Grounds/Custodial and Maintenance</b></p>	<p>These individuals maintain physical plant during remote and in-person schedules. They Ensure that all buildings and grounds are properly maintained, regularly cleaned, and disinfected as necessary for the safety of school community.</p>
<p align="center"><b>Director of Technology and Staff</b></p>	<p>These people provides hardware and software for staff and students to facilitate continued education in remote learning environments and help staff members manage remote work for the ongoing operations of the Agency (business office, custodial, accounts payable, etc. functions)</p>
<p align="center"><b>Coordinator of Health Occupations</b></p>	<p>The coordinator provides oversight of nurses and health services in the Agency to assist with compliance, information and safety of staff and students.</p>
<p align="center"><b>Director of School Safety and Security</b></p>	<p>This individual provides information, advice and planning for the Agency and components related to health, safety, and risk.</p>
<p align="center"><b>Safety and Risk Coordinator</b></p>	<p>This individual provides information, advice and planning for the Agency and components related to safety and security.</p>
<p align="center"><b>Other Employees</b></p>	<p>Others may be deemed essential by the District Superintendent to meet the needs of students, programs, or the physical plant.</p>

**Positions Considered Non-Essential**

("Non-essential" shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job.). In the event of a state ordered reduction of the District’s in-person workforce the District may provide, to the extent possible, the opportunity for non-essential employees and contractors the capability to work remotely. This provision may include, but is not limited to, facilitating or requesting the procurement, distribution, and installation of any needed devices or technology, including software, data, office laptops or phones

as determined by the employee's supervisor. This may include, but is not limited to employees who provide direct instruction to students, provide student support services, facilitate procurement and payroll processes for the Agency, or facilitate administrative and office related tasks for the Agency. Some staff may not be able to telecommute or be needed to work on campus. The involvement of these staff will be determined on a case-by-case basis and by job title.

1. To the extent possible, the District may stagger work shifts of essential employees and contractors in order to reduce overcrowding in confined or shared spaces and at worksites. In an effort to reduce overcrowding in classrooms and on buses the following concepts may be applied:
  - Classes may be split into student cohort groups to minimize the number of students in a classroom or on a bus at the same time.
  - If no students are in school, staff may have their work shift or assigned days of work staggered as necessary.
  - Employees (as outlined in bullets 1 & 2) may be permitted to work remotely as necessary.
  - Visitors will not be routinely permitted on campus.
2. Personal protective equipment (PPE) will be procured and stored:
  - Facilities will procure & maintain a sufficient inventory of PPE as recommended by NYS Department of Health and NYS Education Department guidelines.
  - The equipment will be stored and readily available to any person in need of it.
3. In the event an employee or contractor is exposed to a known case of a communicable disease that is the subject of a public health emergency, exhibits symptoms of such disease, or tests positive for such disease, the Agency will follow risk-reduction protocols. The Agency will follow the steps below after possible exposure and disinfect the affected work area(s):
  - If an employee, student, or contractor begins to experience symptoms related to the communicable disease after arriving on campus, he/she shall be required to go to the designated isolation room within their building, and to contact their supervisor/parent for further instructions.
  - Any area known or suspected to be exposed to someone with the communicable disease and any common area surface and shared equipment shall be cleaned and disinfected.
  - Affected employee(s) shall use available leave in the event of an employee needs to receive testing, treatment, isolation, or quarantine.
  - Contact tracing will be conducted for students, staff, contractors, and visitors with interpersonal exposure (according to CDC/health dept. guidelines) to symptomatic, exposed or individual who test positive on Agency premises.

Note: Such protocol does not involve any action that would violate any existing federal, state, or local law, including sick leave or health information privacy.

4. The District shall maintain documentation outlining how all essential employees and contractors physically report to work. This may include, but not be limited to, use of the daily health-screening tool, and/or having employees sign in and/or out. This documentation will assist in contact tracing efforts should the need arise.
5. If emergency housing for essential employees or contractors is needed to further contain the spread of the communicable disease, Dutchess BOCES will lodge an essential employee on site or at a local hotel.
6. If there is a declared public health emergency that involves the Dutchess BOCES, all staff, essential and non-essential, will be contacted, and they will be guided by the aforementioned protocols.

The guiding principles for response are protection of life first, and then the preservation of property, including restoration to normal activities. The fire department, local police, State Emergency Management Office, Federal Emergency Management Agency and/or environmental specialists will communicate, evaluate, and make the necessary arrangements with the Agency District Superintendent/designee, Health and Safety Coordinator and Director of Facilities for control, clean up, remediation, and disposal of any materials (if needed).

### **Personal Protective Equipment**

A description of the protocol the employer will implement in order to procure the appropriate personal protective equipment for essential employees and contractors, based upon the various tasks and needs of such employees and contractors in a quantity sufficient to provide at least two pieces of each type of personal protective equipment to each essential employee and contractor during any given work shift over at least six months. Such description shall also include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration. (S8617/A10832 Section 3-d & NYS Labor Law Section 27-c (3)(d)).

### **Plan to Procure PPE**

Procurement of Personal Protective Equipment (PPE) will be obtained through a variety of approved vendors and suppliers, as there is no single source designated for all needs. During periods of increased demand or emergency situations, the district may utilize multiple procurement channels, including state or county allocations when available. PPE supplies will be stored in designated locations throughout the district based on operational needs, accessibility, and inventory management practices. Purchasing is ongoing and is based on need. Once a need is determined, a purchase order will be created (or use an open purchase order) and the material will be ordered.

## **Minimum PPE Required**

This is dependent on the immediate need of the task/job being undertaken, however a supply of gloves, both disposable and non-disposable, hearing and eye protection are maintained in stock, along with surgical masks for nurses.

## **PPE Storage**

Plan for storage of PPE- please be aware that PPE stored in cardboard cases may absorb moisture over time, it is important that PPE cases be stored in secure, dry locations.

## **Protocol Following Exposure**

A description of the protocol in the event an employee or contractor is exposed to a known case of the communicable disease that is the subject of the public health emergency, exhibits symptoms of such disease, or tests positive for such disease in order to prevent the spread or contraction of such disease in the workplace.

Such protocol shall also detail actions to be taken to immediately and thoroughly disinfect the work area of any employee or contractor known or suspected to be infected with the communicable disease as well as any common area surface and shared equipment such employee or contractor may have touched, and the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

Such protocol shall not involve any action that would violate any existing federal, state, or local law, including regarding sick leave or health information privacy. (S8617/A10832 Section 3-e & NYS Labor Law Section 27-c (3)(e)).

Communicable disease definition - (S8617/A10832 Section 1-f & NYS Labor Law Section 27-c (1)(f)).

The district will follow current guidance from the Centers for Disease Control and Prevention (CDC) as well as NYSDOH and PCDOH guidelines. The district will utilize strategies such as screening, quarantining, etc. as needed and directed by the appropriate agency with jurisdiction.

## **Documentation**

A protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. Such protocol shall be designed only to aid in tracking of the disease and to identify the population of exposed employees and contractors in order to facilitate the provision of any benefits which may be available to certain employees and contractors on that basis.

(S8617/A10832 Section 3-f & NYS Labor Law Section 27-c (3)(f)).

The central office administration, in conjunction with departmental supervisors and building principals will keep an online schedule for purposes of capturing employee hours and locations. Each supervisor will be responsible for maintaining the schedule for his or her department and ensure its accuracy. Visitors to campus are prohibited unless they are conducting essential business and are scheduled and approved in advance by the Superintendent or designee.

**Employee Leave**

The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

In the event an employee needs leave time for testing, treatment, isolation or quarantine, employees shall be permitted to use leave accruals. In addition, the District will provide any leave required under federal and/or state law.

**Emergency Housing**

In accordance with S8617/A10832 Section 3-g and New York State Labor Law Section 27-c(3)(g), Dutchess BOCES shall maintain a protocol for coordinating with appropriate local governmental entities and partner agencies to identify and secure temporary emergency housing for essential employees, when necessary, in order to help contain the spread of a communicable disease during a declared public health emergency, to the extent applicable to Dutchess BOCES operations and workforce needs.

If emergency housing for essential employees or contractors is required, Dutchess BOCES will collaborate with local, county, and/or state agencies, as appropriate, to identify suitable accommodations. This may include, but is not limited to, the use of local hotels or other temporary lodging options for essential personnel.

In the event that adequate housing cannot be secured through external partners or governmental coordination, Dutchess BOCES may, to the extent feasible and appropriate, consider the use of available BOCES facilities or partner sites to support continuity of operations while maintaining health and safety protocols.